DOCUMENT RESUME

ED 451 605 EA 030 949

TITLE	Profiles 1998 State Report. Oklahoma Educational Indicators Program.
INSTITUTION	Oklahoma State Dept. of Education, Oklahoma City. Office of Accountability.
PUB DATE	1999-05-00
NOTE	121p.; Also prepared by the Education Oversight Board. Prepared in Cooperation with Oklahoma State Department of Education, Oklahoma State Regents for Higher Education, Oklahoma Department of Vocational & Technical Education, Oklahoma Office of Juvenile Affairs, ACT Corporation, the College Board, and all Oklahoma schools.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Academic Achievement; *Accountability; Community Action; *Dropout Rate; *Educational Assessment; Elementary Secondary Education; Public Schools; *School Districts; *Student Improvement

ABSTRACT

This report is the fulfillment of the reporting requirement of the Oklahoma Educational Indicators Program in which the State Board of Education was instructed to report on the performance of public schools and school districts. It reports on 548 school districts and 1,801 conventional school sites. The report covers data on classroom teachers, including salaries, and student performance, especially demographic data on student enrollment, per county. An overview of the Oklahoma Educational Indicators Program is provided. Appendixes cover juvenile arrest data, socioeconomic factors, advanced placement participation, breakdown of expenditure accounts, reading results, and SAT averages by state for 1988 and 1995-98. (DFR)

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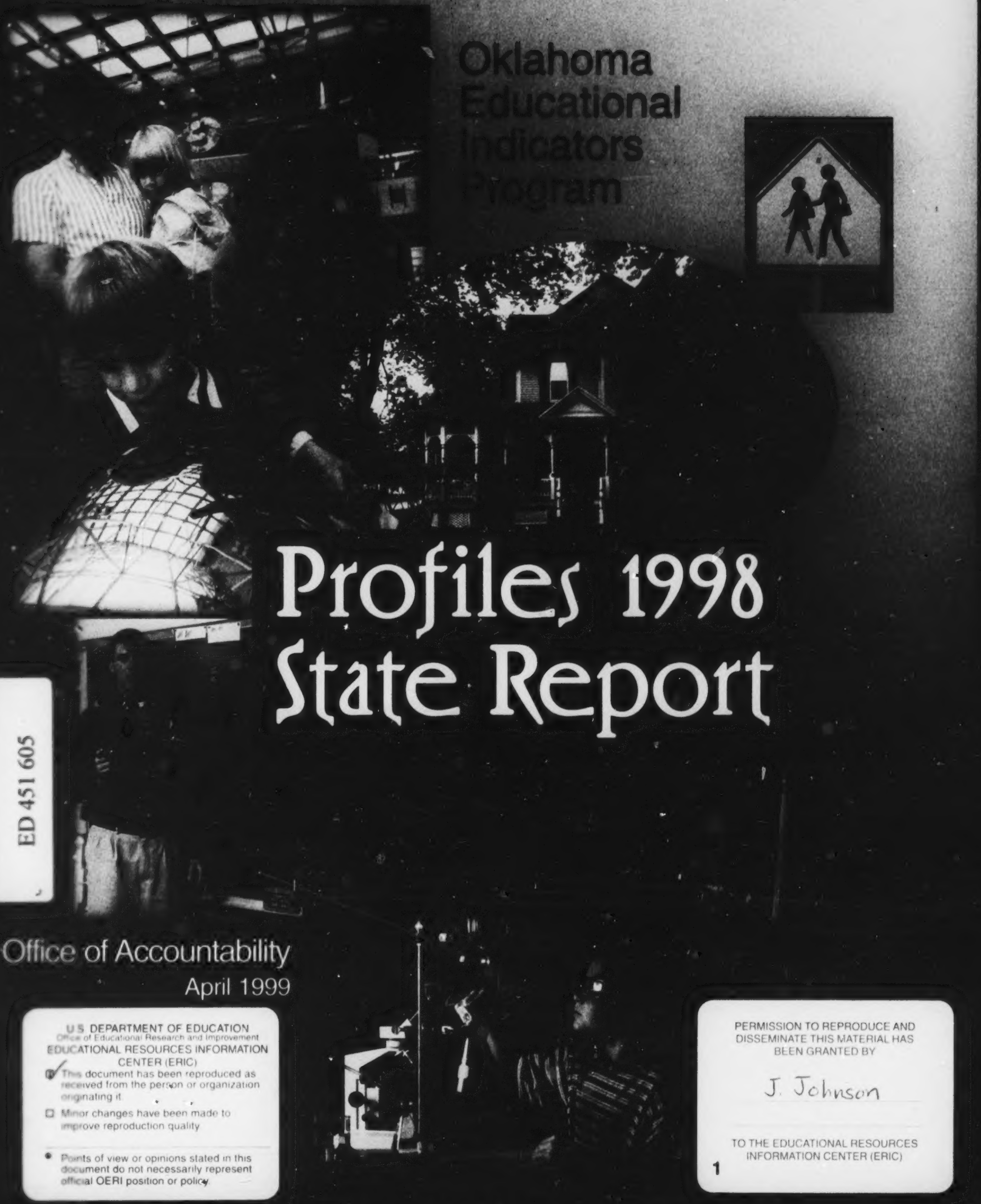

Oklahoma Educational Indicators Program

Profiles 1998 State Report

ED 451 605

Office of Accountability
April 1999

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Family & Community Setting • Educational Process • Student Performance

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Oklahoma Educational Indicators Program

Profiles 1998 State Report

1907

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Oklahoma State Department of Education
Oklahoma State Regents for Higher Education
Oklahoma Department of Vocational & Technical Education
Oklahoma Office of Juvenile Affairs
ACT Corporation, The College Board
All Oklahoma Public Schools

This publication was prepared by the Office of Accountability, as authorized by Title 70 of the Oklahoma Statutes, Section 3-118 and 1210.5331. It was printed by Oklahoma Department of Vocational and Technical Education Printing Services Section, as authorized by Dr. Floyd Coppedge, Secretary of Education. One Thousand Five Hundred copies have been prepared at a cost of $3,013.47. Copies have been deposited with the Publications Clearinghouse of the Oklahoma Department of Libraries. May 1999.

Education Oversight Board / Office of Accountability

Grant C. Hall, Chairman • Secretary of Education Dr. Floyd Coppedge, CEO • Robert Buswell, Director

April 30, 1999

TO THE CITIZENS OF OKLAHOMA:

It is with great pleasure that we issue "PROFILES 1998," prepared by the Office of Accountability. This series of reports is the yearly capstone for the Oklahoma Educational Indicators Program, a system set forth in the Oklahoma Educational Reform Act of 1990 (House Bill 1017) to assist you in assessing the performance of **your** public schools. "PROFILES 1998" furnishes reliable and valuable information to the public, especially parents, students, educators, lawmakers, and researchers.

"PROFILES 1998" consists of three publications, a "STATE REPORT," a "DISTRICT REPORT," and the "SCHOOL REPORT CARDS." These publications are the result of a collaborative effort headed by the Office of Accountability and include data from the following sources: the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Vocational and Technical Education, the Office of Juvenile Affairs, a school survey administered directly by the Office of Accountability, as well as other sources.

The Secretary of Education, the Education Oversight Board, and the Office of Accountability are pleased to be your partners in education and are committed to the improvement of Oklahoma's public education system. We welcome any comments or suggestions that you may wish to offer. Please feel free to call, write, or attend one of the regularly scheduled board meetings.

Sincerely,

Floyd Coppedge

Dr. Floyd Coppedge
Secretary of Education

Grant C. Hall

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EXECUTIVE SUMMARY

INTRODUCTION

When evaluating education, it is important to remember that no single score, ratio, or measurement can quantify the academic soundness of a state, district, school, or student. Therefore, "Profiles 1998" presents a host of prevalent educational statistics, and readers are free to evaluate educational entities based on those factors they feel are most important in the educational process.

COMMUNITY CHARACTERISTICS

The average community characteristics for districts within the state are as follows: average population of districts, 5,819; population density per square mile, 40.9; household income, $24,088; percent of population living below poverty level, 17%; per student valuation of property, $21,444; percent of population over age 55, 22%; unemployment rate, 7%; percent of children living in single parent homes, 23%; percent of 15- to 19-year-old females who are mothers with out high school diplomas, 8%. The following apply to criminally referred juvenile offenders: in 1997-98, there was one offender for every 47.5 students. Each offender committed an average of 2.0 offenses and 3.8% of the offenders were alleged gang members. The following is a break down of Oklahoma public school enrollment by ethnic group: Native American, 15%; Black, 11%; Hispanic, 5%; Asian, 1%; Caucasian, 68%. The educational attainment of the state's population in 1990 was as follows: college degree, 23%; some college, 22%; high school diploma, 30%; less than a H.S. diploma, 25%.

DISTRICT EDUCATIONAL PROCESS

"Profiles 1998" reports on 548 school districts and 1,801 conventional school sites: 1,028 elementary schools, 196 middle schools, 115 junior highs and 462 senior highs. Total ADM for the State in 1997-98 was 618,240, an increase of 2,633 students (0.4 %) from the 1996-97 school year. ADM has increased 7.8% in the last nine years. Another interesting trend highlighted this year is the rapid decline in ADM from 9th through 12th grade. During the 1997-98 school year, 12th grade ADM was 12,483 students lower than 9th grade ADM that same year. Analysis in the "Student Performance" section of this document shows that this dramatic decrease in enrollment between 9th and 12th grade is not a single year occurrence.

During the 1997-98 school year, 70,844 Oklahoma students (12%) qualified for the Gifted/Talented program; 77,210 (12%) qualified for the special education program; and 286,904 (46%) were eligible for the Free and Reduced-Pay Lunch Program.

Statewide, the number of regular classroom teachers increased by 518 Full-Time Equivalencies (FTE) for the 1997-98 school year (35,210 in 1996-97 to 35,728 in 1997-98). The statewide gross student/teacher ratio for regular classroom teachers in 1997-98 was 17.2 students per teacher. The average salary (including fringe benefits, but excluding extra duty pay) of teachers for the 1997-98 school year was $30,529, an increase of $308 from the previous year. The percent of regular classroom teachers holding advanced degrees is 33%. The average level of teaching experience is 12.5 years. During the 1997-98 school year, there were 4,104 Special Education Teacher FTEs. Each possesed an average of 11.6 years of teaching experience and earned, on average, $31,938 that year. On average there were 18.8 students identified as needing special education per special education teacher.

There were 2,982 administrator FTEs during the 1997-98 school year, a decrease of 55 over the previous year. Statewide, there was an average of 5.4 administrators per school district, and each received an average salary of $51,583. Each supervised an average of 13 teacher FTEs and possessed nearly 21 years of experience in a school environment.

The Office of Accountability used a school site questionnaire to obtain data that were not available through other sources and 1,580 (87.9%) of principals responded. Ninety-two-point-two percent (92.2%) of those who responded reported that they had distributed the Office of Accountability's School Report Card to parents, which means that the parents of 479,028 students across the state should have received the 1996-97 report card. The survey showed that Parental and Community support are adequate at most districts across the state. For districts that lack support, it is most likely that they lack the support of parents working on academics with their children. The survey also revealed that the average grade point of the Oklahoma high school seniors was 3.0 during the 1997-98 school year, 6% of graduates were planning to attend college out-of-state, and 64.5% of graduates had completed the 15 units required for admission to Oklahoma public colleges.

Looking at district finances, the largest portion of funding is provided by the State at 58.7% ($1.85 billion), followed by Local & County with 32.1% ($1.01 billion), and Federal funds which provide 9.3% ($292 million). However, these ratios have changed considerably over the last 20 to 30 years. Figures show that while district funding from Local, State Dedicated and Federal sources has remained relatively constant over time, State Appropriated funding has increased substantially. Expenditures for the 1997-98 school year by category are as follows: instruction, 57.9%; student support, 5.6%; instructional support, 3.0%; district administration, 3.8%; school administration, 5.4%; district support, 16.4%; and other, 7.9%. Debt service expressed as a percentage of all other areas combined was 4.0%.

STUDENT PERFORMANCE

The 1997-98 Iowa Test of Basic Skills (ITBS) national percentile ranks for the 3rd grade are as follows: reading, 58; language, 68; math, 66; science, 65; social studies, 61; sources of information, 63; and composite, 64. Eighty-eight percent (88%) of 3rd graders participated in the testing program. For the 7th grade: reading, 57; language, 59; math, 58; science, 56; social studies, 57; sources of information, 57; and composite, 57. Ninety percent (90%) of 7th graders participated in the testing program.

The percentage of students scoring satisfactory on the Oklahoma Core Curriculum Test for the 5th grade were: science, 85%; math, 82%; reading, 76%; writing, 91%; US history, constitution and government, 73%; and geography, 57%. Eighty-eight (88%) of 5th the graders took the CRT. For the 8th grade: science, 78%; math, 71%; reading, 75%; writing, 91%; US history, constitution and government, 59%; and geography, 46%. For the 8th grade, 90% of the students took the CRT. The 11th grade results showed: science, 75%; math, 61%; reading, 72%; writing, 94%; US history, constitution and government, 73%; geography, 43%; and Oklahoma history, 49%; with 89% of the students being tested. Figures 17 through 19 show the number of schools that have 70% or more of their students scoring "satisfactory" on the Core Curriculum Tests by grade and number of subject areas.

The National Assessment of Education Progress (NAEP) is a testing program administered by the U.S. Department of Education. Oklahoma's 1998 NAEP reading results are very encouraging. Of the 39 states tested in 4th grade reading, Oklahoma's score of 220 was the seventh highest score. Ten states scored higher than Oklahoma and 28 states scored lower. Looking at the 8th grade reading results, Oklahoma's score of 265 was the seventh highest score of the 36 states tested, with nine states scoring better than Oklahoma, two scoring the same, and 24 scoring lower. Only the 4th grade reading scores can be compared from 1992 to 1998. In making this comparison, Oklahoma's rather high score of 220 in 1998 is exactly the same as it was in 1992.

The single-year high school dropout rate for the 1997-98 school year was 5.5%, or 9,624 students in 9th through 12th grade. A feel for the total student loss during the four years of high school can be obtained by looking at ADM counts for a given Graduating Class. Based on a four-year average, 35,667 students (22%) are lost to the system between the 9th and 12th grade.

The 1997-98 statewide graduation rate is 73.4% (35,143 graduates in 1997-98 divided by a 9th grade ADM of 47,890 in 1994-95). The rate increased 0.5 percentage points from 1996-97. For comparative purposes, the national-level graduation rate based on a similar methodology was 67.6% for 1996-97.

The official Oklahoma score released by the ACT Corporation, which includes public and private schools as well as alternative education centers, was 20.5, a drop of one-tenth of a standard score over the 1996-97 results. The national composite score of 21.0 in 1997-98 did not change from the previous year. The gap between the Oklahoma statewide ACT score and the national ACT score (five-tenths of a standard score) is the same as in 1990-91. One explanation for the gap between the Oklahoma ACT score and the national score is that Oklahoma tests a much larger percentage of graduates than does the nation as a whole. Nationally, only 37% of high school graduates were tested during the 1997-98 school year, compared to 69% in Oklahoma.

The 1997-98 school year saw a 39% increase in the number of high schools across the state participating in the national Advanced Placement (AP) program, 124 high schools compared to 89 in 1996-97. A student's mastery of the subjects studied is measured by a nationally standardized test. In 1997-98, there were 1,988 seniors who had taken 4,318 AP tests during their high school career. This represents 5.3% of the graduating class of 1998 having participated in the AP program. AP tests are scored on a scale of one to five. Most colleges and universities in the United States will award college credit to students who score three or above on the AP test. Of the 4,318 tests administered to the Graduating Class of 1998, there were 2,679 (62.0%) that received a score of three or above.

Information provided by the Oklahoma Department of Vocational and Technical Education showed that 41.9% of students enroll in an occupationally-specific Vo-Tech program sometime during their high school career (44,970 Vo-Tech enrollers divided by 107,226 members of the senior class (3-year average)). Of those who enrolled in a Vo-Tech occupationally-specific program, 81.8%, or 36,801, completed one or more of the competencies required for the program.

The following data relate to the performance of Oklahoma high school graduates once they are in higher education and were provided by the Oklahoma State Regents for Higher Education. Based on a three-year average, 50.0% of the state's public high school graduates went directly to a public college in Oklahoma. Once in college, 37.2% of Oklahoma public high school graduates took at least one remedial course during their freshmen year in an Oklahoma public institution of higher education. As freshmen, 71.1% had a grade point average (GPA) of 2.0 or above during their first semester in an Oklahoma college. The Oklahoma college completion rate for college students who graduated from an Oklahoma public high school was 33.2%.

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OKLAHOMA EDUCATIONAL INDICATORS PROGRAM OVERVIEW

"Profiles 1998" is the fulfillment of the reporting requirement of the Oklahoma Educational Indicators Program. The Oklahoma Educational Indicators Program was established in May of 1989 with the passage of Senate Bill 183 (SB 183), also known as the Oklahoma School Testing Act. It was codified as Section 1210.531 of Title 70 in the Oklahoma statutes. In this action, the State Board of Education was instructed to "develop and implement a system of measures whereby the performance of public schools and school districts will be assessed and reported without undue reliance upon any single type of indicator, and whereby the public, including students and parents, may be made aware of: the proper meaning and use of any tests administered under the Oklahoma School Testing Program Act, relative accomplishments of the public schools, and of progress being achieved." Also, "the Oklahoma Educational Indicators Program shall present information for comparisons of graduation rates, dropout rates, pupil-teacher ratios, and test results in the context of socioeconomic status and the finances of school districts."

In April of 1990, House Bill 1017 (HB 1017), also known as the Oklahoma Educational Reform Act, was signed into law by the Governor. The legislation was reaffirmed by a vote of the people the following year. The portions of the bill most directly affecting the Oklahoma Educational Indicators Program were codified under Oklahoma statutes Title 70, Sections 3-116 through 3-118. Section 3-118 created the Office of Accountability. Section 3-116 created the Education Oversight Board which "shall have oversight over implementation of this act (HB 1017) and shall govern the operation of the Office of Accountability." Section 3-117 provided that the Secretary of Education shall be the chief executive officer of the Office of Accountability and have executive responsibility for the Oklahoma Educational Indicators Program and the annual report required of the Education Oversight Board.

The Secretary of Education, through the Office of Accountability: (1) monitors the efforts of the public school districts to comply with the provisions of the Oklahoma Educational Reform Act and the Oklahoma School Testing Program Act; (2) identifies districts not making satisfactory progress towards compliance; (3) recommends appropriate corrective action; (4) analyzes revenues and expenditures relating to common education, giving close attention to expenditures for administrative expenses; (5) makes reports to the public concerning these matters when appropriate; and (6) submits recommendations regarding funding for education or statutory changes whenever appropriate.

In May of 1996, Section 3-116 and Section 1210.531 of Title 70 were both amended by Senate Bill 416 (SB 416), Sections 1 and 2. Section 1 provided the Education Oversight Board with full control of and responsibility for the Educational Indicators Program. Section 2 placed the Office of Accountability, its personnel, budget and expenditure of funds solely under the direction of the Education Oversight Board.

INTRODUCTION

"Profiles 1998" consists of three components: (1) the State Report; (2) the District Report and (3) individual School Report Cards. Each component of "Profiles 1998" divides the information presented into three major reporting categories: (I) community and environment information, (II) educational program and process information, and (III) student performance information. This methodology is meant to mirror the real-world educational process. Students have a given home and community life, they attend a school with a varied make up of teachers and administrators who deliver education through different processes and programs, and finally all of these factors come to bear on student performance.

The specific scope of each "Profiles 1998" component is as follows:

State Report: This component contains tables, graphs, and maps, all with accompanying text, concerning state-level information for the major categories of measurement. The most recent data covers the 1997-98 school year. Wherever possible, tables and graphs will cover multiple years in order that trends may be observed. Also, national comparisons have been added based on data availability and comparability.

District Report: This component contains a two-page spread for each school district in the state and depicts indicator information in graphic and tabular form for the 1997-98 school year.

School Report Cards: This component includes a report card for each of the 1,801 individual school sites in the State. The School Report Cards include demographic and financial information about the district and specific information about the individual school site. This information includes enrollment counts, achievement test scores, community involvement, information about teachers, and other site-specific information. Each report card also contains space for comments from the school principal. The principal is encouraged to provide information such as scores for any standardized testing conducted beyond the requirements of state law, highlights of a mission or policy that is unique to the school, and recognition of special programs or student and staff achievements. Once the principal has added his or her comments, it is his or her responsibility to distribute copies of the School Report Card to parents and other interested parties in the community.

Each of the three components has data organized into three major reporting categories:

I) The Community Characteristics category includes community and contextual information. It features demographic data for persons residing within the boundaries of the school district as of April of 1990. In the District Report, communities have been placed into groups based on socioeconomic factors and the number of students the district serves. This grouping methodology allows districts to be compared to other districts serving similar communities, as well as to state averages in each of the three reporting sections.

II) The District Educational Process category includes educational program and process information. It depicts how each school district delivers education to its students.

III) The Student Performance category provides a broad array of student performance information.

Each of the "Profiles 1998" components reports information using the same three categories and by design are directly comparable. For a comprehensive view of education in a given area, one would start with the State Report, move to the District Report, and then look at School Report Cards for schools within a given district. Each document reports similar information for the various levels of operation.

Regarding the gathering of data, the Office of Accountability is the secondary user of the majority of the information presented. It relies on agencies such as the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Vocational and Technical Education, and several others to supply the required information in a timely, accurate and usable fashion. Consequently, the Office of Accountability does not control the methods used to collect, nor the categories used to report, the majority of the data presented. The Office works diligently with these agencies to see that the data used is without errors. At the same time, it is also the Office of Accountability's policy not to change numbers received from other agencies without their expressed permission. On rare occasions a number may appear unreasonable when viewed in the context of other numbers presented in this report series. However, the Office of Accountability is bound to this data in that it is the most reliable currently collected regarding Oklahoma public education.

As a general rule, information is reported a year after the fact. Statistics are collected at the close of the school year, and are then verified and analyzed prior to publication. While this process is taking place, there are schools closing and others opening. Only those public schools that were open during the reporting period are included in the Profiles Reports. Finally, because most educational indicators relate to mainstream public school students, the "Profiles 1998" reports exclude information pertaining to alternative schools and special education centers (except where specifically mentioned). As a result, some of the state and/or district-level statistics may vary from those reported by the state agency/office charged with collecting the information.

When evaluating education, it is important to remember that no single score, ratio, or measurement can quantify the academic soundness of a state, district, school, or student. The various factors that contribute to the educational process are interrelated and must be evaluated accordingly. Complicating this is the fact that people have differing views on what comprises quality education. Some feel small schools with low student-teacher ratios are most important. Others believe facilities and course offerings have the most influence; and yet, others may only be concerned with a particular test score or budgetary expenditure. Therefore, "Profiles 1998" presents a host of relevant educational statistics, and readers are free to evaluate educational entities based on those factors they feel are most important in the educational process.

Maps are a recent addition to the State Report and are meant to give a general impression of the condition of education in various parts of the State. However, just as no single indicator can measure the overall soundness of education, neither can a single map paint a picture of the condition of education across the State. The maps should be viewed in relation to one another based on the three major reporting categories.

The information on the maps is presented in quartiles. For any given measure, presentation by quartiles divides Oklahoma's 77 counties into four groups of basically equal number. In some cases, however, the range of the data that is being plotted may not allow for perfect quartering. In these cases the counties are grouped as close to quarters as possible. When viewing the maps, it is easiest to remember that counties with darker shading have higher numbers and counties with lighter shading have lower numbers. Maps should be viewed with caution because dark shading may be either favorable or unfavorable depending upon the characteristic being studied.

I. COMMUNITY CHARACTERISTICS

The first reporting category of "Profiles 1998" is the "Community Characteristics" section which provides a statistical sketch of the community in which the educational process is taking place. School districts are an extension of the community they serve and local control is a hallmark of common education in Oklahoma. Local voters affect conditions in the classroom through their support of bond issues. Local school board members must ultimately answer to voters in the community. And, district policies are always under the scrutiny of parents in the community. Furthermore, community values influence student motivation and performance. Schools and their communities are so tightly interwoven that it is inappropriate, if not impossible, to evaluate education without considering the community in which it takes place.

In recent decades, it has become an expectation that schools will help students overcome adverse socioeconomic conditions that may exist within the family or community. Schools are expected to give students the foundation they need to prosper. When evaluating education, it is vital to remember that it is an uneven playing field upon which schools begin their mission. To properly measure the academic progress that a school or district has made with its students, one must keep in perspective where the students began. Establishing school district context is the purpose of the "Community Characteristics" section of "Profiles 1998."

The information presented in the "Community Characteristics" section, also referred to as contextual indicators, has an interesting origin. The majority of the information was gathered during the 1990 census and represents all persons who resided within the boundaries of the school district at that time. The Census Bureau gave states like Oklahoma (where district boundaries do not align with county or municipal boundaries) a once-in-a-lifetime opportunity. They agreed to tabulate census information based upon the actual school district boundaries. This district-level information was released in 1994-95 and, for the first time ever, reliable demographic data was available at the school district level. A number of districts have consolidated since this information was originally tabulated. The census data for closed districts has been added to the census data for the district(s) receiving the students.

The contextual indicators from the census are augmented with information from state agencies such as the Office of Juvenile Affairs and the Board of Equalization. State averages for the community characteristics of school districts are shown in the following table.

State Averages for School District Community Characteristics

Community Characteristic	State Average
Population (number of residents) of a District (1990)	5,819
Population Density per Square Mile (1990/1997-98)	40.9
Household Income (1990)	$24,088
Population Living Below Poverty Level (1990)	17%
Per Student Valuation of Property (1997-98)	$21,444
Population Over Age 55 (1990)	22%
Unemployment Rate (1990)	7%
Single-Parent Families (1990) (varies from numbers calculated using county data)	23%
15- to 19-Year-Old Mothers w/o HS Diplomas (1990)	8%

Juvenile Offenders: In 1997-98, there was one student out of every 47.5 charged with a crime through the juvenile justice system. Each offender was charged with an average of 2.0 offenses and 3.8% of the offenders were alleged gang members.

Oklahoma Public School Enrollment by Ethnic Group (Figure 1):
(based on 1997 fall enrollment)

Native American	15%
Black	11%
Hispanic	5%
Asian	1%
Caucasian	68%

Highest Educational Level of Adults Age 25 and Over (Figure 2):
(varies from numbers calculated using district data) (1990)

College Degree:	23%
Some College:	22%
High School Diploma:	30%
Less than a H.S. Diploma:	25%

While it is important to understand what the "average community" in Oklahoma might look like, it is just as important to see how individual school districts vary from the average. By looking at districts that fall into the extremes on each of these indicators, one can begin to understand the diversity that exists among school districts across Oklahoma.

In Oklahoma, the largest district had a population of 294,899 persons (50 times the state average) while the smallest district had a population of 41 persons (less than 1/100th of the state average). Median household incomes in 1989 varied greatly by district as well. The "average family" in the most affluent district earned nearly $50,000 in 1989, whereas in another district the average family had earnings of just over $9,000 that same year. It is also important to remember that not every family in the district earns the "average." The percent of the families living below the poverty level in 1989 helps to fill in the financial picture. The percent of persons within the district living below the poverty level ranged from 1% to nearly 50%. Financial indicators are especially important when evaluating districts because parental income has proven to be one of the best predictors of a student's likelihood to succeed academically.

The local tax revenues available to schools varies greatly too. The average district in Oklahoma receives roughly 30% of its funding from property taxes. These taxes are levied on the assessed value of property within the district boundaries and support the general operation of the district. This indicator of district wealth is measured by the total valuation of property within the boundaries of the district divided by the total number of students. The extremes on this indicator ranged from a district with a property value of $644,166 per student in 1997-98 to a district with a property value of $2,982 per student (students are measured in average daily membership (ADM) which is explained in the "District Educational Process" section of this report). Furthermore, if the voters in a district approve special bond millages to be added to the tax on their property, a district can raise even more money to cover the cost of capital improvement projects, school bus purchases and major technology projects. This in turn further widens the gap between districts in funds available for education.

The age of residents in a community can complicate the district's ability to raise funds through the taxation of property. In districts where a large percentage of persons are retired, have finished raising their children, and may be on fixed incomes, it can be difficult to get local voters to approve special bond millages for schools. These voters realize that passage of the bond will ultimately raise property taxes within the district. Districts in this situation lack the ability to capitalize on the value of the property in their community. To address this possibility, the percent of the population age 55 or older has been included in the "Profiles 1998" reports. These statistics were collected in April of 1990 and at that time several districts had less than 10% of their population age 55 or older, while others had more than 50% of their population that fell into that age range.

The percentage of the district's community that is unemployed can also have a great influence on the district. Unemployment rates ranged from a low of 0% to a high of 26% in 1989. Another indicator affecting districts is the percentage of families headed by a single parent. This ranged from a high of 62% to a low of 0%. Additionally, the percentage of teenage girls that have not yet finished high school but that have given birth to one or more children affects the school's ability to fulfill its mission. As of April of 1990, the district community with the highest percentage of 15- to 19-year-old females without a high school diploma, having had at least one child at that time, was 75%, while other district communities had 0%. The census reported that 44% of Oklahoma's district communities had no 15- to 19-year-old females who were mothers that had not yet earned a high school diploma.

The use of juvenile crime statistics is a recent addition to the Profiles reports and is not meant to reflect poorly upon schools, teachers, or administrators. In fact, nearly the opposite is true. The 1997-98 juvenile crime statistics are provided as another indicator of the environment in which the school must operate. The statistics presented here relate to criminal referrals only and are based on students attending one of the schools included in this report series. Statewide, 13,019 public school students were referred to the Office of Juvenile Affairs (OJA) in 1997-98. These offenders were charged with a total of 25,548 offenses., and 489 of the offenders were said to have gang affiliation. This means that one out of every 47.5 students statewide had been charged with a crime, each offender had committed an average of 2.0 offenses and 3.8% of the charged students had gang affiliations.

Sixteen percent (16%) of districts statewide had no juvenile offenders (no students had been charged). However, a look at those districts with 10 or more students in the OJA database revealed that at one district, one out of every 14 students had been charged with a crime during the 1997-98 school year. Each offender at that district had committed an average of four offenses. None of them, however, had gang affiliations. Yet, another district had 120 students (11% of the juvenile offenders) who were affiliated with a gang. This one district accounted for nearly ¼ of the gang affiliated offenders statewide. The gang phenomenon seems to be isolated to just a few of Oklahoma's school districts. Only five of Oklahoma's school districts accounted for more than 50% of the gang affiliated offenders statewide. The ratios used in this analysis are based on 1997 fall enrollment. Also, not all communities report minor juvenile offenses to the Oklahoma State Office of Juvenile Affairs (OJA). Juvenile data is only reported for those communities that had referred cases to OJA.

A break down of the juvenile offense charges shows that the bulk (42%) had to do with theft/burglary of one variety or another. Violation of municipal ordinances/obstruction of justice charges ranked second with 21%. Crimes related to sex/violence represented 14% of all arrest charges. Drug/alcohol possession made up 12% of offenses, and crimes against property accounted for roughly 8% of the arrests. A more detailed listing of the offenses by type can be found in Appendix A of this report.

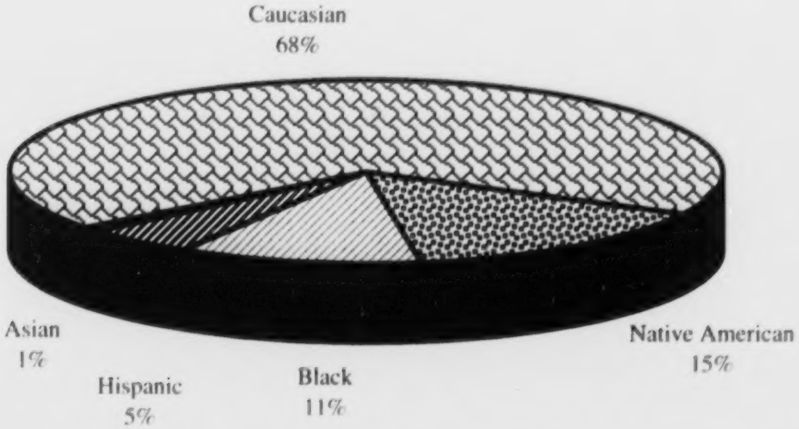
Oklahoma is a state of great diversity and the ethnic makeup of the state's communities and school districts is no exception. Statewide, 32% of student enrollments came from one of the four ethnic minority groups. Figure 1 shows that in school year 1997-98, 15% of Oklahoma's students were Native American, 11% were Black, 5% were Hispanic, and 1% were Asian. At the district level the state's ethnic diversity is even more pronounced with four districts in the state having no minority enrollments (0% minority) and two districts having 100% minority enrollments (all of the students fell into one of the four minority categories).

Like income statistics, adult educational attainment statistics are important because they are one of the best predictors of how well students will perform academically. Research has shown that,

Figure 1

Oklahoma Public School Enrollment by Ethnic Group

1997-98 School Year

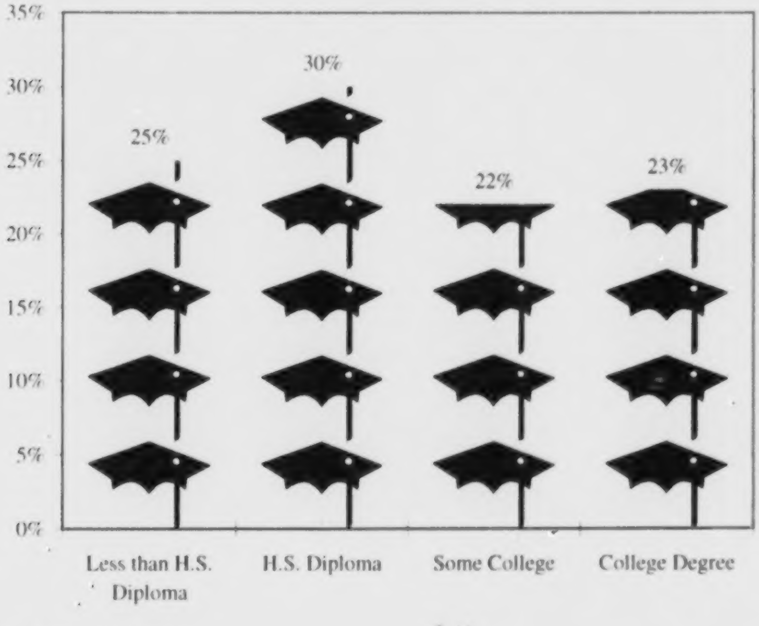


Total Fall 1997 Enrollment = 618,287 Students

Data Source: State Department of Education

Figure 2

Highest Education Level of Adults Age 25 and Over Oklahoma



Data Source: 1990 Census

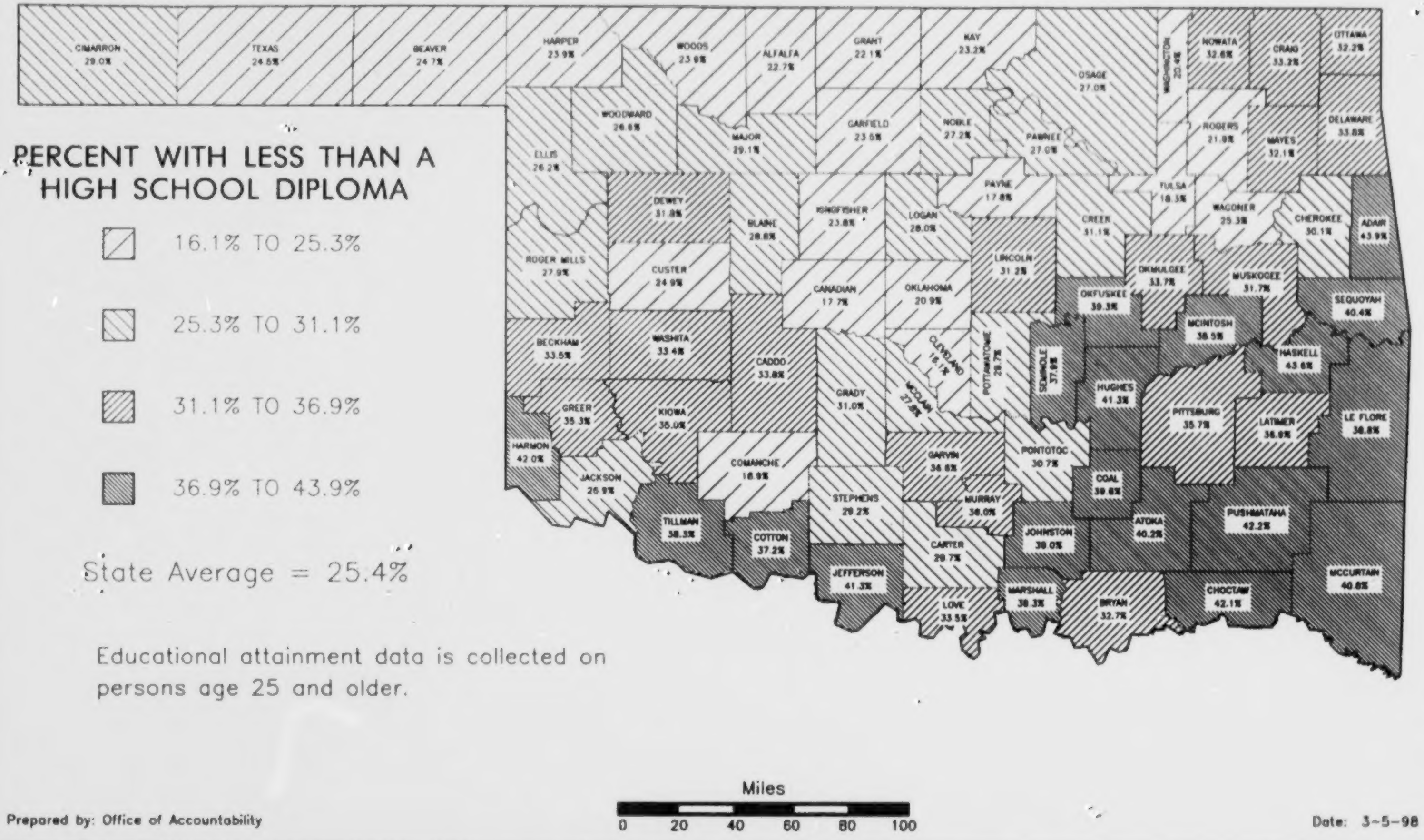
generally, the children of parents with higher levels of education perform better on achievement tests than those students whose parents have lower levels of educational attainment. Looking at the percentage of the population age 20 and over, we see that one district had almost 60% of its population that did not have a high school diploma. However, another district had only 7% of its population that fell into this educational attainment category. Now look at the percentage of persons who hold a college degree. Four districts had zero percent (0%) of the population with a college degree, whereas, three other districts had 40% of the population holding a college degree. The educational attainment information presented in the various Profiles reports varies slightly. The statistics presented in figures 2 and 3 were collected on persons age 25 and over. The information collected at the district level (used in the District Report and the School Report Cards) was based on persons age 20 and over. Although a non-standard measure, this is the only data available at the district level.

SOCIOECONOMIC ADVERSITY MAPS

In Oklahoma, school district boundaries vary greatly in size and shape. Some districts cover so little area that they are mere dots on a statewide map. Other districts in rural areas may cover hundreds of square miles and yet serve a relatively small number of students. These factors make it difficult to accurately display information on a statewide map using school district boundaries as the base. For this reason, all of the indicators presented in this report will be aggregated by county and mapped accordingly.

Figures 3 through 6 map social and economic characteristics across Oklahoma. The statistics were chosen because they are representative of the socioeconomic conditions that most impact student performance. They include the percentage of the population with less than a high school diploma, the percentage of families headed by a single parent, the number of public assistance dollars received per capita, and the unemployment rate. The information was collected during the 1990 census, and although dated, is still the most comparable county-level data that exists. The four maps combined offer a visual sketch of Oklahoma's community characteristics. These maps should be referenced again when evaluating maps relating to the "District Educational Process" and "Student Performance" sections of this report. Appendix B displays in a tabular format the information presented in this series of maps.

Figure 3
PERCENT OF POPULATION WITH LESS THAN A HIGH SCHOOL DIPLOMA
1990 Census


CIMARRON 29.0%
TEXAS 24.6%
BEAVER 24.7%
HARPER 23.9%
WOODS 23.9%
ALFALFA 22.7%
GRANT 22.1%
KAY 23.2%
OSAGE 27.0%
WASHINGTON 20.4%
NOWATA 32.6%
CRAIG 33.2%
OTTAWA 32.2%
WOODWARD 26.6%
ELLIS 26.2%
MAJOR 29.1%
GARFIELD 23.5%
NOBLE 27.2%
PAWNEE 27.0%
ROGERS 21.9%
MAYES 32.1%
DELAWARE 33.8%
DEWEY 31.8%
BLAINE 28.6%
KINGFISHER 23.8%
LOGAN 28.0%
PAYNE 17.8%
TULSA 18.3%
CREEK 31.1%
WAGONER 25.3%
CHEROKEE 30.1%
ADAIR 43.9%
ROGER MILLS 27.9%
CUSTER 24.9%
CANADIAN 17.7%
OKLAHOMA 20.9%
LINCOLN 31.2%
OKMULGEE 33.7%
MUSKOGEE 31.7%
OKFUSKEE 39.3%
SEQUOYAH 40.4%
BECKHAM 33.5%
WASHITA 33.4%
CADDO 33.6%
CLEVELAND 16.1%
POTTAWATOMIE 28.7%
SEMINOLE 37.9%
MCINTOSH 38.5%
HASKELL 43.6%
GRADY 31.0%
MCCLAIN 27.8%
HUGHES 41.3%
PITTSBURG 35.7%
LATIMER 36.9%
LE FLORE 38.8%
GREER 35.3%
KIOWA 35.0%
HARMON 42.0%
JACKSON 26.9%
COMANCHE 18.9%
GARVIN 36.8%
PONTOTOC 30.7%
COAL 39.6%
TILLMAN 38.3%
COTTON 37.2%
STEPHENS 29.2%
MURRAY 36.0%
JOHNSTON 39.0%
ATOKA 40.2%
PUSHMATAHA 42.2%
JEFFERSON 41.3%
CARTER 29.7%
LOVE 33.5%
MARSHALL 38.3%
BRYAN 32.7%
CHOCTAW 42.1%
MCCURTAIN 40.8%
PERCENT WITH LESS THAN A HIGH SCHOOL DIPLOMA
16.1% TO 25.3%
25.3% TO 31.1%
31.1% TO 36.9%
36.9% TO 43.9%
Miles
0
20
40
60
80
100

State Average = 25.4%

Educational attainment data is collected on persons age 25 and older.

Prepared by: Office of Accountability

Date: 3-5-98

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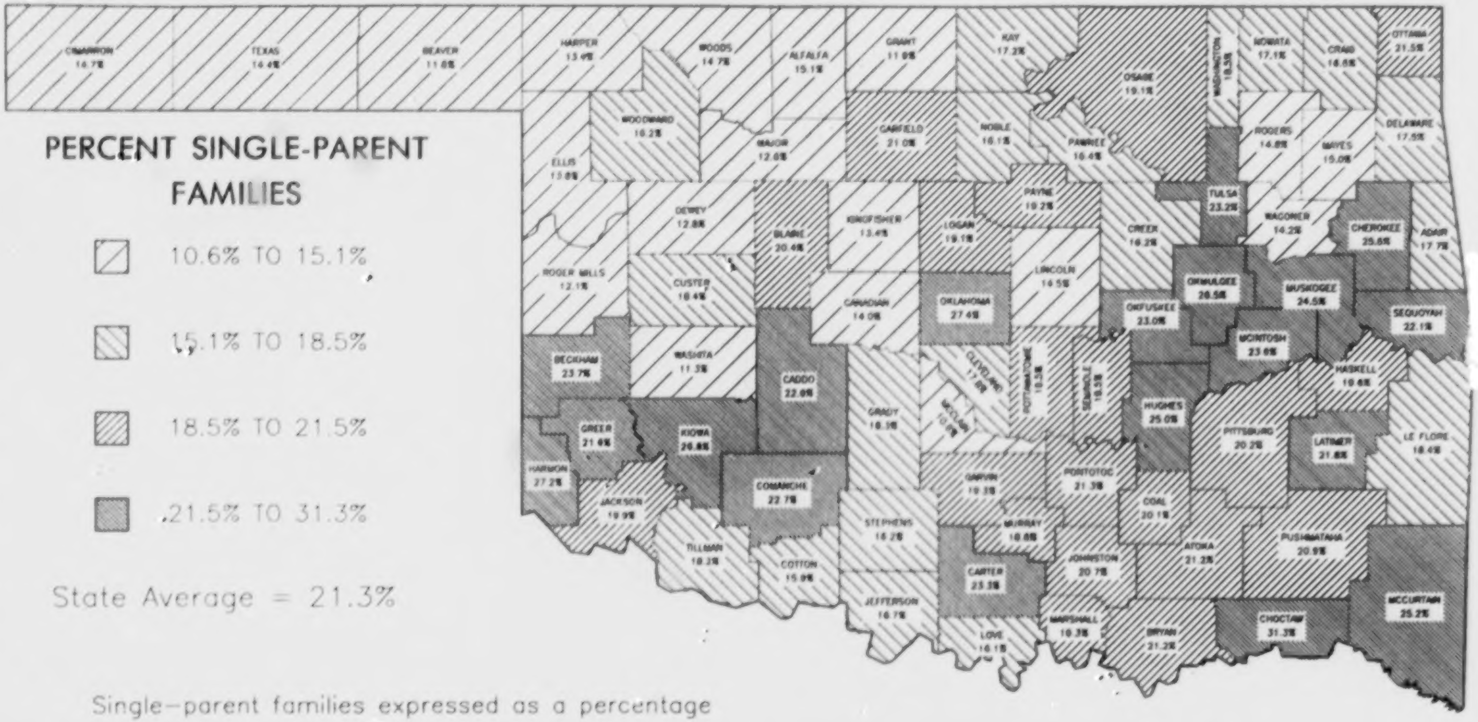
Figure 4

PERCENTAGE OF SINGLE-PARENT FAMILIES

1990 Census


PERCENT SINGLE-PARENT FAMILIES
▨ 10.6% TO 15.1%
▨ 15.1% TO 18.5%
▨ 18.5% TO 21.5%
▨ 21.5% TO 31.3%
State Average = 21.3%
CIMARRON 16.7%
TEXAS 14.4%
BEAVER 11.8%
HARPER 13.4%
WOODS 14.7%
ALFALFA 15.1%
GRANT 11.9%
KAY 17.2%
OSAGE 19.1%
WASHINGTON 18.5%
NOWATA 17.1%
CRAIG 16.6%
OTTAWA 21.5%
WOODWARD 16.2%
ELLIS 13.8%
MAJOR 12.0%
GARFIELD 21.0%
NOBLE 16.1%
PAWNEE 16.4%
ROGERS 14.8%
MAYES 15.0%
DELAWARE 17.5%
DEWEY 12.8%
BLAINE 20.4%
KINGFISHER 13.4%
LOGAN 19.1%
PAYNE 19.2%
TULSA 23.2%
CREEK 16.2%
WAGONER 14.2%
CHEROKEE 25.6%
ADAIR 17.7%
ROGER MILLS 12.1%
CUSTER 16.4%
CANADIAN 14.0%
OKLAHOMA 27.4%
LINCOLN 14.5%
OKMULGEE 26.5%
OKFUSKEE 23.0%
MUSKOGEE 24.5%
SEQUOYAH 22.1%
BECKHAM 23.7%
WASHITA 11.3%
CADDO 22.0%
GRADY 16.3%
CLEVELAND 17.6%
McCLAIN 10.6%
POTTAWATOMIE 18.5%
SEMINOLE 18.5%
McINTOSH 23.6%
HASKELL 19.6%
HUGHES 25.0%
PITTSBURG 20.2%
LATIMER 21.6%
LE FLORE 18.4%
GREER 21.6%
KIOWA 26.6%
HARMON 27.2%
JACKSON 19.9%
COMANCHE 22.7%
GARVIN 19.3%
PONTOTOC 21.3%
COAL 20.1%
TILLMAN 18.2%
COTTON 15.9%
STEPHENS 16.2%
MURRAY 18.8%
JOHNSTON 20.7%
ATOKA 21.2%
PUSHMATAHA 20.9%
CARTER 23.3%
JEFFERSON 16.7%
LOVE 16.1%
MARSHALL 19.3%
BRYAN 21.2%
CHOCTAW 31.3%
McCURTAIN 25.2%

Single-parent families expressed as a percentage of all families with children.

Miles
0 20 40 60 80 100

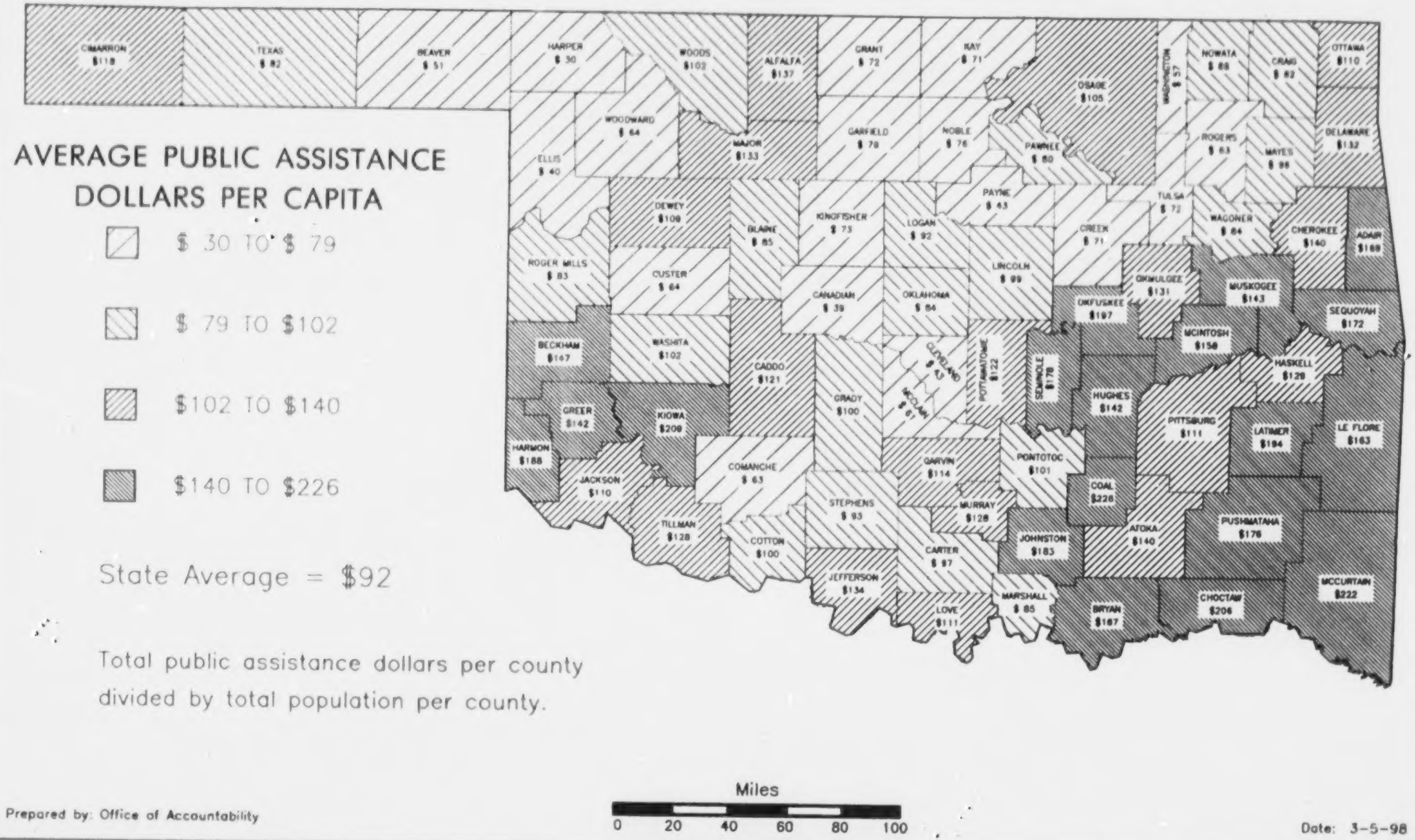
Prepared by: Office of Accountability

Date: 3-5-98

Figure 5

PUBLIC ASSISTANCE DOLLARS PER CAPITA

1990 Census


AVERAGE PUBLIC ASSISTANCE DOLLARS PER CAPITA
$ 30 TO $ 79
$ 79 TO $102
$102 TO $140
$140 TO $226
State Average = $92
Total public assistance dollars per county divided by total population per county.
CIMARRON $118
TEXAS $ 82
BEAVER $ 51
HARPER $ 30
WOODS $102
ALFALFA $137
GRANT $ 72
KAY $ 71
OSAGE $105
WASHINGTON $ 57
NOWATA $ 88
CRAIG $ 82
OTTAWA $110
WOODWARD $ 64
MAJOR $133
GARFIELD $ 70
NOBLE $ 76
PAWNEE $ 80
ROGERS $ 63
MAYES $ 98
DELAWARE $132
ELLIS $ 40
DEWEY $109
BLAINE $ 85
KINGFISHER $ 73
LOGAN $ 92
PAYNE $ 43
TULSA $ 72
WAGONER $ 64
CHEROKEE $140
ADAIR $169
ROGER MILLS $ 83
CUSTER $ 64
CREEK $ 71
LINCOLN $ 89
OKMULGEE $131
MUSKOGEE $143
CANADIAN $ 39
OKLAHOMA $ 84
OKFUSKEE $197
MCINTOSH $158
SEQUOYAH $172
BECKHAM $147
WASHITA $102
CADDO $121
CLEVELAND $ 43
POTTAWATOMIE $122
SEMINOLE $178
HASKELL $129
GREER $142
KIOWA $209
GRADY $100
MCCLAIN $ 61
HUGHES $142
PITTSBURG $111
LATIMER $194
LE FLORE $163
HARMON $188
COMANCHE $ 63
GARVIN $114
PONTOTOC $101
COAL $226
JACKSON $110
STEPHENS $ 93
MURRAY $128
ATOKA $140
PUSHMATAHA $178
TILLMAN $128
COTTON $100
CARTER $ 87
JOHNSTON $183
JEFFERSON $134
MARSHALL $ 85
LOVE $111
BRYAN $187
CHOCTAW $206
MCCURTAIN $222
Miles
0
20
40
60
80
100

Prepared by: Office of Accountability

Date: 3-5-98

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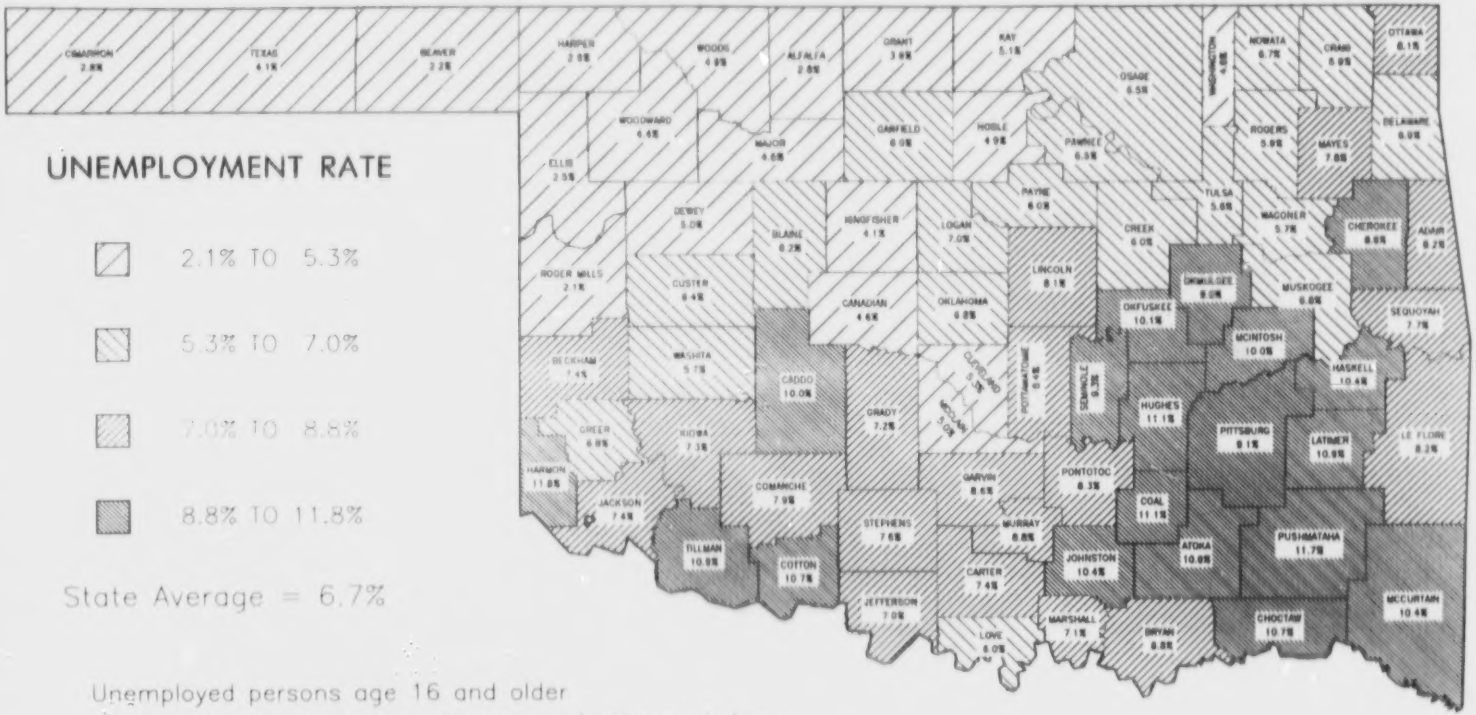
Figure 6

UNEMPLOYMENT RATE

1990 Census


UNEMPLOYMENT RATE
▨ 2.1% TO 5.3%
▨ 5.3% TO 7.0%
▨ 7.0% TO 8.8%
▨ 8.8% TO 11.8%
State Average = 6.7%
CIMARRON 2.8%
TEXAS 4.1%
BEAVER 2.2%
HARPER 2.9%
WOODS 4.0%
ALFALFA 2.8%
GRANT 3.9%
KAY 5.1%
OSAGE 6.5%
WASHINGTON 4.6%
NOWATA 6.7%
CRAIG 5.9%
OTTAWA 8.1%
WOODWARD 4.4%
MAJOR 4.6%
ELLIS 2.5%
GARFIELD 6.0%
NOBLE 4.9%
PAWNEE 6.5%
ROGERS 5.9%
MAYES 7.8%
DELAWARE 6.9%
DEWEY 5.0%
BLAINE 6.2%
KINGFISHER 4.1%
LOGAN 7.0%
PAYNE 6.0%
CREEK 6.0%
TULSA 5.6%
WAGONER 5.7%
CHEROKEE 8.8%
ADAIR 8.2%
ROGER MILLS 2.1%
CUSTER 6.4%
LINCOLN 8.1%
OKMULGEE 9.0%
OKFUSKEE 10.1%
MUSKOGEE 6.8%
CANADIAN 4.6%
OKLAHOMA 6.8%
SEQUOYAH 7.7%
BECKHAM 7.4%
WASHITA 5.7%
CADDO 10.0%
CLEVELAND 5.3%
POTTAWATOMIE 6.4%
SEMINOLE 9.3%
MCINTOSH 10.0%
HASKELL 10.4%
GREER 6.8%
KIOWA 7.3%
GRADY 7.2%
MCCLAIN 5.0%
HUGHES 11.1%
PITTSBURG 9.1%
LATIMER 10.9%
LE FLORE 8.2%
HARMON 11.8%
JACKSON 7.4%
COMANCHE 7.9%
GARVIN 8.6%
PONTOTOC 8.3%
COAL 11.1%
TILLMAN 10.9%
COTTON 10.7%
STEPHENS 7.6%
MURRAY 8.8%
JOHNSTON 10.4%
ATOKA 10.8%
PUSHMATAHA 11.7%
CARTER 7.4%
JEFFERSON 7.0%
LOVE 6.0%
MARSHALL 7.1%
BRYAN 8.8%
CHOCTAW 10.7%
MCCURTAIN 10.4%

Unemployed persons age 16 and older
expressed as a percentage of persons in the work force
age 16 and older.

Miles
0 20 40 60 80 100

Prepared by: Office of Accountability

Date: 4-28-99

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II. DISTRICT EDUCATIONAL PROCESS

DISTRICTS, SCHOOLS AND STUDENT ENROLLMENT

The "Profiles 1998" series reports on 548 individual Oklahoma school districts and 1,801 conventional school sites: 1,028 elementary schools, 196 middle schools, 115 junior highs and 462 senior highs.

Schools and school districts in Oklahoma are organized in a variety of ways. Oklahoma school districts are accredited by the State Board of Education and are classified as either independent (districts offering pre-kindergarten through 12th grade), or elementary (districts offering pre-kindergarten through 8th grade). Students from elementary districts must be integrated into a neighboring district's high school once completing 8th grade. In 1997-98 there were 116 elementary (dependent) school districts and 431 independent school districts. Within these two classifications, districts are free to organize grade levels to suit their needs. For example, one district may have an elementary school serving grades K-8 with a high school serving grades 9-12; another district may have a lower elementary serving grades K-4, an upper elementary serving grades 5 and 6, a junior high for grades 7-9, and a high school serving grades 10-12. During 1997-98 there were 47 different combinations of grade level offerings forming schools in Oklahoma.

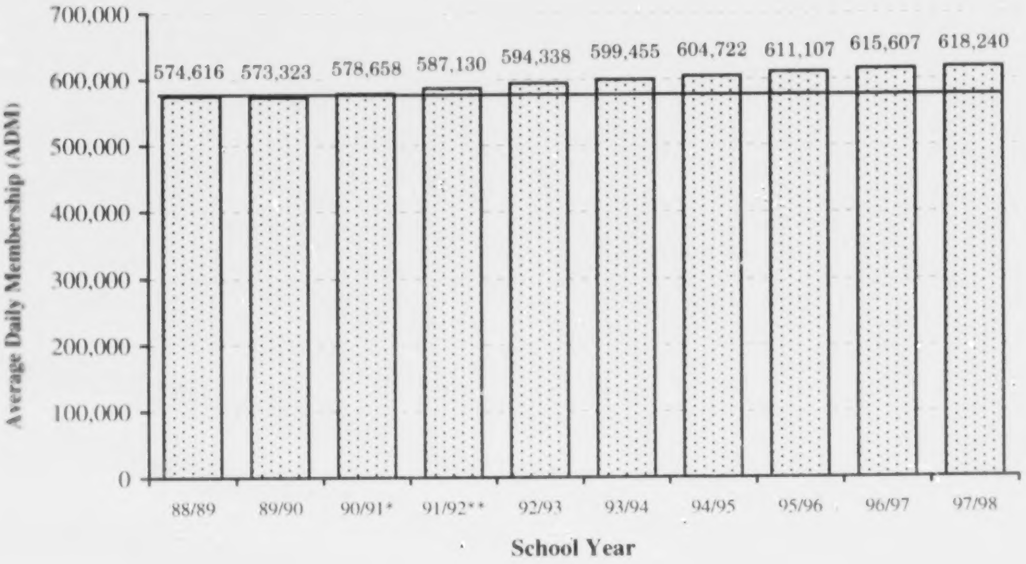
Another way to look at the diversity of districts across the state is to look at the number of students they serve. Student enrollment is most often reported as Average Daily Membership (ADM). ADM refers to the average number of students **enrolled** at a school, or district, on any given day during the year. The smallest elementary district in operation during 1997-98 had an ADM of 14.6 and the largest independent school district had an ADM of 41,309.4. The following table provides a statewide breakdown of school districts by enrollment.

District Size (in ADM)	# of Districts	% of All Districts	# of Students	% of All Students
10,000 Plus	10	1.8%	205,870	33.3%
5,000 - 9,999	10	1.8%	63,464	10.3%
2,000 - 4,999	33	6.0%	94,988	15.4%
1,000 - 1,999	73	13.3%	98,833	16.0%
500 - 999	101	18.5%	71,406	11.5%
250 - 499	158	28.9%	58,127	9.4%
Less than 250	162	29.6%	25,552	4.1%

At the state level, total ADM in 1997-98 was 618,240, an increase of 2,633 students from the 1996-97 school year. This represented an increase of 0.4 % (Figure 7). ADM has increased 7.8% in the last nine years.

Figure 7

Trends in Oklahoma's Average Daily Membership



* Beginning in 1990-91, Headstart qualifiers in the Early Childhood program are included in the ADM.

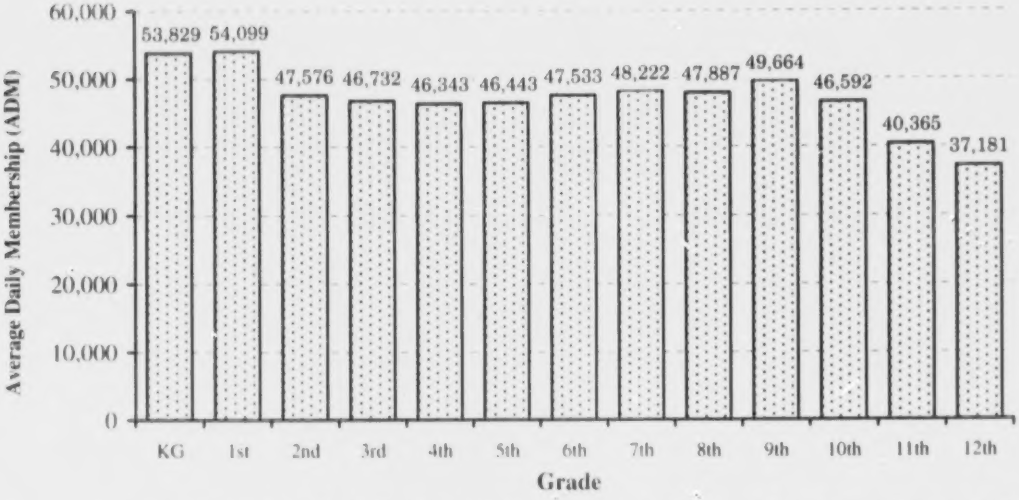
** Beginning in 1991-92, ½- day Kindergarten became mandatory.

Figure 8 shows statewide ADM by grade. ADM by grade is fairly consistent with a few exceptions. Notice that kindergarten and first grade ADM are slightly larger than the other grades. This is presumably due to an influx of 4-year-old kindergarten students and the fact that students are more likely to repeat these developmental grades.

The most notable part of the graph, however, is the rapid decline in ADM from 9th through 12th grade. During the 1997-98 school year, 12th grade ADM was 12,483 students lower than 9th grade ADM that same year. Analysis in the "Student Performance" section of this document (Figure 24) shows that this dramatic decrease in enrollment between 9th and 12th grade is not a single year occurrence.

Figure 8

Oklahoma's Average Daily Membership by Grade*
1997-98



Note: *Grade excludes Early Childhood (1,811), Non-graded (2,942), and Out of home placement (1,021)
Data Source: State Department of Education

There are two basic methods for calculating enrollment: ADM and Fall Enrollment. ADM is the preferred method for measuring enrollment because it takes into account student migration. Fall enrollment numbers are a "census count," tallied on October 1 of each year. ADM numbers, although preferred, are only reported at the district level. This means that enrollment-related statistics reported in the Profiles series vary slightly from the site level to the district level.

PROCESS INDICATORS

The community in which a student lives is not the only thing that influences his or her academic performance. The educational framework provided by the district also has a major impact on student learning. Often times, it is the school district that helps students to overcome adverse socioeconomic conditions that may exist within the family or community. The educational processes that exist within a school district reflect a consensus among the school staff, local board, and the community about how the educational needs of all students in the district should be met.

Process indicators include the functions, actions, and changes made by the school district to promote student success. Some of the process indicators included in this publication are curriculum, local-state-federal programs, classroom teachers, administrators, and other professional staff.

Curriculum & Programs

Gifted and Talented students are recognized at the federal level by the Jacob K. Javits Gifted and Talented Students Education Act of 1988. Federal funds are distributed to districts based on the number of students enrolled who possess high performance capabilities in intellectual, creative, artistic, leadership, or academic fields, and who require special services to fully develop such capabilities. The State defines "Gifted and Talented Children" as those identified at the preschool, elementary and secondary level as having demonstrated potential abilities of high performance and needing differentiated or accelerated education or services. This may also include students who excel in one or more of the following areas: creative thinking, leadership, visual/performing arts, and specific academic ability. For definition purposes, "demonstrated potential abilities of high performance," means students who score in the top three percent on any national standardized test of intellectual ability. The State Department of Education has regulations and program standards for participating school districts. During the 1997-98 school year, 70,844 Oklahoma students qualified for the Gifted/Talented program. This represented 12% of all students in the state. The extremes on this indicator ranged from fifteen districts with none of its students eligible for the gifted program, to one district with more than 37% of its students qualifying.

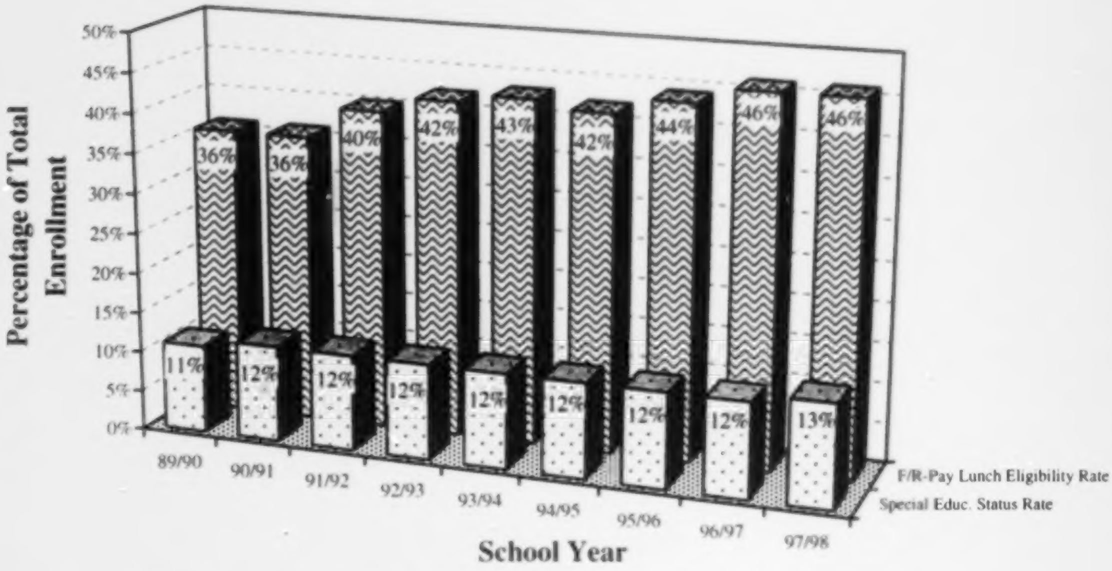
Special Education students are those identified as being eligible for related services pursuant to an Individualized Educational Program (IEP). During the 1997-98 school year 77,210 Oklahoma students qualified for the special education program, which represented 12% of all students (ADM). The Special Education participation rate has remained between 11% and 12% since the 1988-89 school year (Figure 9). The percentage of students eligible for special education services at school districts across the state ranged from a low of 4% to a high of 59%.

Free or Reduced-Pay Lunch eligibility is based on federally established criteria for family income. For the 1997-98 school year, 286,904 Oklahoma students were eligible for the Free and Reduced-Pay Lunch Program. This represented 46% of all students and remained unchanged from 1996-97 school year. However, eligibility had steadily increased from 1988-89 through 1993-94, with a two- to three-percentage-point increase each year (Figure 9). This indicator is often used as a surrogate for the percentage of students within the school or district who live below poverty level. The percentage of students eligible for free and reduced-pay lunch ranged from a high of more than 95% at eight districts across the state, to a low of just under 5% at one district.

High School Course Offerings greatly influence student performance at the secondary level. The State Department of Education has a number of regulations regarding the minimum number of courses a high school must offer, but many high schools greatly exceed these minimums. An earlier study by the Office of Accountability indicated that students from high schools with the largest course offerings (both broad and deep curriculums) scored higher on standardized tests. Described generally, Oklahoma high schools must offer a minimum of 34 courses per year including the following six core areas plus electives: 4 units of language arts, 4 units of science, 4 units of math, 4 units of social studies, 2 units of languages, 2 units in the arts, and 14 units of other electives. A number of high schools across Oklahoma offer only the 20 courses (units) required in the six core areas. However, one Oklahoma high school offered 100 different courses in those areas. Collectively, high schools across the state offered an average of 33.3 units in the six core areas in 1997-98. A more detailed description of the minimum requirements can be found in the "Standards for Accreditation" document from the State Department of Education.

Figure 9

Special Education Status, and Free/Reduced-Pay Lunch Eligibility



Data Source: State Department of Education

Advanced Placement (AP) Courses are taught in high school, but contain college-level curriculum. They serve a dual purpose. First, the courses offer high school students an opportunity to study advanced curriculum for high school credit. Secondly, students can earn college credit for their advanced studies by scoring well on a nationally standardized AP exam. AP is important, especially in smaller public school districts, because it is often the only opportunity that exceptional students may have to study advanced curriculum. Districts are not required to offer AP courses. However, the Oklahoma Legislature has created an incentive program to encourage districts to participate. It can be beneficial for a state to have its students receive college credit through the AP program. Fewer tax dollars are contributed by the state to supplement the cost of college credits earned through the AP program than are contributed for the same credits when earned through a public college or university. Oklahoma, however, still lags behind the nation in AP participation (Appendix C). A detailed accounting of Oklahoma's AP participation can be found in the Student Performance section of this document.

Classroom Teachers

The number of regular classroom teachers is measured by Full-Time Equivalency (FTE). For less than full-time teachers, a decimal amount is used for that portion of the day spent in the classroom. Teaching principals are considered as being one-half (0.5) administrative FTE and one-half (0.5) teaching FTE. Also, the statistics reported by the Office of Accountability relating to regular classroom teachers exclude special education teachers and teachers at alternative education centers.

Statewide, the number of regular classroom teachers increased by 518 FTEs for the 1997-98 school year (35,210 in 1996-97 to 35,728 in 1997-98), with ADM (excluding non-graded students) increasing by 2,656 students (612,642 in 96-97 compared to 615,298 in 97-98). Based on ADM (excluding non-graded students), the statewide gross student/teacher ratio for regular classroom teachers in 1997-98 was 17.2 students per teacher.

The average salary of teachers for the 1997-98 school year was $30,529, an increase of $308 from the previous year ($30,221 in 1996-97) (Figures 10 and 11). However, teacher salaries had increased an average of $7,000 in the preceding eight years. The upward trend since 1989-90 is due primarily to minimum salary requirements mandated in HB 1017 and amending legislation. The number of years taught and advanced degrees held also affect teacher salaries. These figures include fringe benefits, but exclude extra duty pay. Salaries for part-time teachers have been extrapolated to their nine-month, full-day equivalent. This average also includes the salaries of teaching principals.

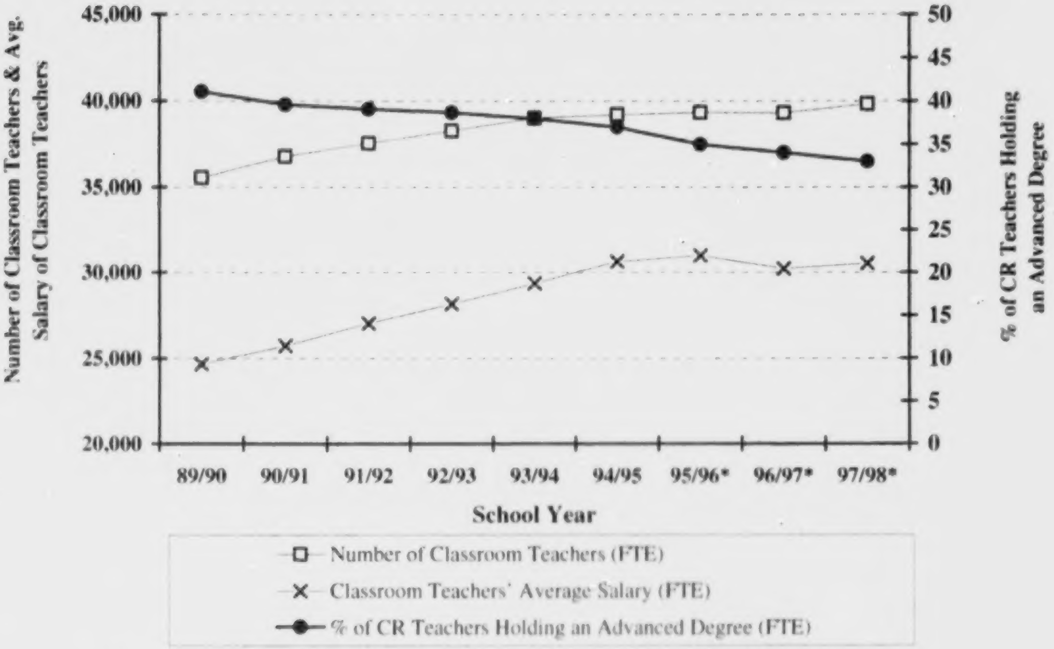
The percent of regular classroom teachers holding advanced degrees is based on the FTE of teachers with a masters degree or higher and is currently at 33% (Figure 10). The percentage of teachers with advanced degrees has slowly declined since 1990. This is not unexpected. The reduction of class size mandated in HB 1017, along with recent increases in the number of teachers retiring, has caused districts to hire more beginning-level teachers. The average years of teaching experience is calculated similarly. It is based on the years of experience per FTE and averages 12.5 years.

Special Education Teachers

The above regular classroom teacher counts exclude special education teacher FTEs. This is because special education teachers are paid 5% more than regular classroom teachers, and serve a very specific portion of the school population. During the 1997-98 school year, there were 4,104 Special Education Teacher FTEs. Each possesed an average of 11.6 years of teaching experience and earned, on average, $31,938 that year. On average there were 18.8 students identified as needing "Special Education" per special education teacher in the state.

Figure 10

Number of Teachers*, Average Salary of Teachers*, and Percentage of Teachers* Holding Advanced Degrees



Data Source: State Department of Education

Note: Teacher FTE counts for all years include special education teachers. *1995-96, 1996-97 and 1997-98 teacher statistics are based on those public school sites included in the Profiles Report series and avg. salary and % with advanced degree exclude special education teacher FTEs.

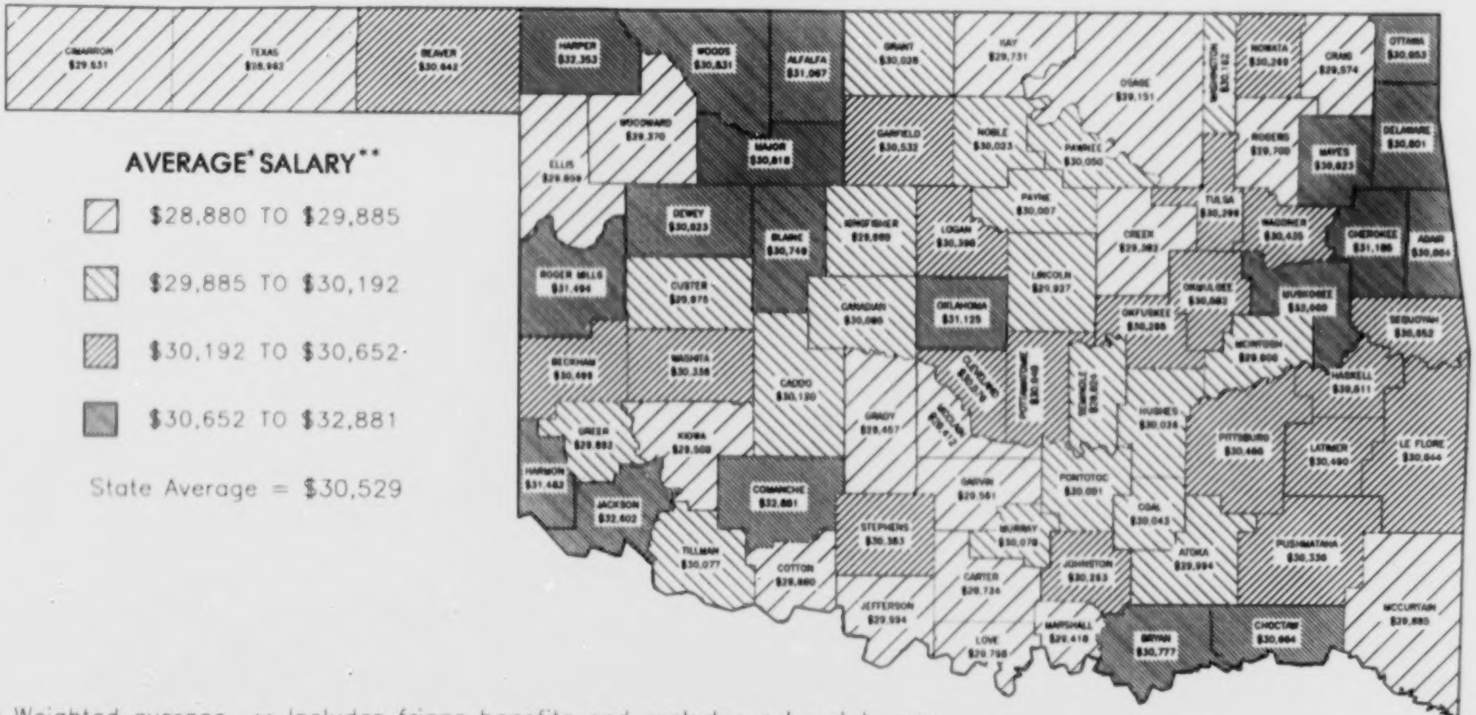
Administration

Like classroom teachers, administration is another key ingredient of education. There were 2,982 administrator FTEs at the 548 districts open during the 1997-98 school year. This was a decrease of 55 over the 1996-97 school year count of 3,037 administrator FTEs. Statewide, there was an average of 5.4 administrators per school district, and each received an average salary of $51,583 during the 1997-98 school year. Each administrator, on average, supervised 13 teacher FTEs and possessed nearly 21 years of experience in a school environment.

Figure 11

AVERAGE* SALARY** OF REGULAR CLASSROOM TEACHERS

Teacher FTEs in 1997-98


AVERAGE* SALARY**
▨ $28,880 TO $29,885
▨ $29,885 TO $30,192
▨ $30,192 TO $30,652
▨ $30,652 TO $32,881
State Average = $30,529
CIMARRON $29,531
TEXAS $28,982
BEAVER $30,642
HARPER $32,353
WOODS $30,831
ALFALFA $31,067
GRANT $30,028
KAY $29,731
OSAGE $29,151
WASHINGTON $30,182
NOWATA $30,269
CRAIG $29,574
OTTAWA $30,853
WOODWARD $29,370
ELLIS $29,809
MAJOR $30,818
GARFIELD $30,532
NOBLE $30,023
PAWNEE $30,050
ROGERS $29,700
MAYES $30,823
DELAWARE $30,801
DEWEY $30,823
BLAINE $30,749
KINGFISHER $29,880
LOGAN $30,396
PAYNE $30,007
CREEK $29,382
TULSA $30,299
WAGONER $30,435
CHEROKEE $31,186
ADAIR $30,804
ROGER MILLS $31,494
CUSTER $29,975
CANADIAN $30,086
OKLAHOMA $31,125
LINCOLN $29,927
OKFUSKEE $30,288
OKMULGEE $30,082
MUSKOGEE $32,060
SEQUOYAH $30,852
BECKHAM $30,498
WASHITA $30,336
CADDO $30,130
GRADY $29,457
McINTOSH $29,906
HASKELL $30,611
HUGHES $30,036
PITTSBURG $30,480
LATIMER $30,490
LE FLORE $30,844
GREER $29,892
KIOWA $29,509
HARMON $31,482
JACKSON $32,602
COMANCHE $32,881
GARVIN $29,561
PONTOTOC $30,001
COAL $30,043
STEPHENS $30,383
MURRAY $30,078
JOHNSTON $30,283
ATOKA $29,994
PUSHMATAHA $30,338
TILLMAN $30,077
COTTON $28,880
CARTER $29,734
JEFFERSON $29,994
LOVE $29,798
MARSHALL $29,418
BRYAN $30,777
CHOCTAW $30,864
McCURTAIN $29,885

* Weighted average ** Includes fringe benefits and excludes extra duty pay.

Prepared by: Office of Accountability
Data Source: Oklahoma State Department of Education

Miles
0 20 40 60 80 100

Date: 1-4-99

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DISTRICT FEEDBACK: THE 1998 SCHOOL QUESTIONNAIRE

The Office of Accountability used a school site questionnaire to obtain data that were not available through other sources. The 1998 School Questionnaire pertained to site-level information during the 1997-98 school year. Not all school principals opted to participate. However, of the 1,798 school sites sent a survey, 1,580 (87.9%) responded to at least one question. The statistics displayed below are based on the responding schools only. Schools not responding to the questionnaire are noted on the School Report Cards as FTR or Failed To Respond. The following is a summary of the data received:

- **Distribution of the "1996-97 School Report Cards"**

An individualized copy of the Office of Accountability's "School Report Card" is sent to each school in the state. The principal is then responsible for getting copies of the document home to the parents of each student at the school. In an effort to quantify the number of schools across the state carrying out this task, the Office of Accountability included a question in the survey asking schools if they had sent the information home to the parents. Of the schools that responded, 92.2% (1,380) reported that they had distributed the Office of Accountability's School Report Cards to the parents of their students. Based on fall enrollment at those school sites that responded "yes" to this question, the parents of 479,028 students across the state (78%) received the Office of Accountability's "School Report Card" for the 1996-97 school year.

Parental and Community Support

The amount of parental and community support that a school receives greatly influences how well students at that site perform academically. However, the methods used to quantify these types of support have always been imprecise. In the past, the Profiles reports used a number of surrogate indicators to try to approximate the level of support a school received from its parents and the community at large. The decision was made to ask the principals of each school to estimate the level of support the school received in each of these categories. The results are as follows:

- **Parental Emphasis on Scholastics**

In an effort to quantify the amount of parental support that schools and districts receive from the parents of their students related to scholastics, the Office of Accountability asked the following question of every school principal in the state:

> On a scale of one to five, with one meaning "Not Nearly Enough Effort," three meaning "Just Enough Effort," and five meaning "More Than Enough Effort," please respond to the following:

> During the 1997-98 school year, please gauge the amount of effort that the parents of your students, as a whole, spent supporting the academic pursuits of their children.

The statewide response rate to this question was 84.3% and the average response was a score of 3.3. This means that the average school principal in Oklahoma felt that the parents of the students at their school did an adequate job of working on academics with their children. Only 59 school principals statewide, 3.9%, gave the parents of their students the lowest possible rating (responded 1) regarding the effort that they put into working on academics with their children. However, 116 principals, 7.7%, responded with the highest rating (responded 5) regarding the effort put in by parents when it came to working on academics with their children. The responses to this question help to quantify the differences that exist from school to school regarding parents' support and involvement with academics.

- **Community Support**

This question was asked in an attempt to quantify the amount of support schools across the state receive from their communities. The following question was asked of each principal in the state. The response rate to this question was 84.3% (1,516 principals).

> On a scale of one to five, with one meaning "Not Nearly Enough Support," three meaning "Just Enough Support," and five meaning "More Than Enough Support," please respond to the following:
>
> For the 1997-98 school year, please gauge the amount of support your school received from the community it served. Support could have been monetary, time and effort, or any other type of support that you felt was beneficial to your school.

The average statewide response was 3.7, which meant that the average principal across the state felt that his/her school received adequate support from its community. Again, it is interesting to look at the number of principals that responded with the extremes. Two-hundred-eighty-two (282) school principals statewide, 18.6%, gave their communities the highest possible rating (responded 5) regarding the amount of support their school received. On the other hand, 22 principals, 1.5%, responded with the lowest rating (responded 1) regarding the amount of support their school received.

It is also interesting to view principals' perceptions about both types of support simultaneously. For example, of the 1,515 principals that responded to both questions, 77.2% (1,169) felt that both types of support were at least adequate, with 40.7% (616) feeling that both were more than adequate. At the other end of the spectrum, 7.8% of principals (118) felt that they had not received enough support from both the parents and community. Fifteen percent (15%) of the principals felt that support varied; 13.0% felt that parental involvement was below what was needed, where as, only 2.0% felt that community support was lacking.

Another way to analyze this information is to look at perceived support in the two categories relative to one-another. For example, 39.4% of principals (597) felt that the amount of support the school received from parents, as a result of them working on academics with their children, lagged behind the amount of general support the school received from the community as a whole. Conversely, only 7.1% of principals (110) felt that general community support lagged behind support from parents working with their children. Fifty-eight-point-three percent (53.3%) of principals (808) felt that both types of support were equal (both received the same number score).

The parental/community support analysis indicates that, statewide, both types of support are very strong. But, for schools that lack support, it is most likely that they lack the support of parents working on academics with their children. The parental and community support statistics are displayed in the "Community Characteristics" section of both the "Profiles 1998 District Report" and the "1997-98 School Report Cards."

High School Data

The following questions were asked of the principals of the 462 high school sites included in the "Profiles 1998" reports, of which 456 (98.7%) responded to at least one question on the 1998 School Questionnaire.

- **HS Senior GPA:** the average grade point of the Oklahoma high school seniors was 3.0 during the 1997-98 school year. High school GPA should always be viewed in comparison to other performance measures as academic rigor varies from school to school. Consequently grade inflation may exist within some high schools (Figure 28).

- **Graduates Planning to Attend Out-of-State Colleges:** On average, responding high school principals reported that 7% of their graduates were planning to attend out-of-state colleges. For high schools near the Oklahoma border, this number is extremely important. The "Oklahoma College Going Rate" does not include students attending college in other states and the out-of-state college attendance rate may help to explain some districts' low Oklahoma college going rates.

- **Completion of 15 Units Required for College-Bound Students:** Principals responded that, on average, 65.1% of their graduates had completed the 15 units required by Oklahoma public colleges and universities. This refers to the percentage of graduates who should be prepared to enroll in non-remedial courses at an Oklahoma college or university (Figure 27).

DISTRICT FINANCES

Funds

There are many different "Funds" in which a school district may deposit revenue and from which it may make expenditures (i.e. the "General Fund," "Building Fund," etc.). The General Fund contains the bulk of a school district's operating assets and is the primary account from which a school district conducts business. It has become conventional among educators to only report revenue and expenditures of the General Fund, yet to do so overlooks a considerable amount of money. Larger schools will typically fund a number of salaries and sizeable expenditures through both the Building Fund and the Child Nutrition Programs Fund. Districts enlarging or updating their facilities often have outstanding bonds, which can cause large sums of money to flow through their Bond Fund and Sinking Fund. The Education Oversight Board and the Office of Accountability believe that all money spent by a school district, either directly or indirectly, goes toward the education of students and should be counted. Therefore, "Profiles 1998" will continue to report revenues and expenditures using ALL FUNDS*. ALL FUNDS includes the "General Fund," "Co-op Fund," "Building Fund," "Child Nutrition Programs Fund," "Sinking Fund," "Enterprise Fund" and "School Activity Fund."

Revenue

The three basic sources of school district revenue in Oklahoma are Local & County, State, and Federal. The largest portion of funding is provided by the State at 58.7% ($1.85 billion), followed by Local & County with 32.1% ($1.01 billion), and Federal funds which provide 9.3% ($292 million) (Figure 12). However, these ratios have changed considerably over the last 20 to 30 years (Figure 13).

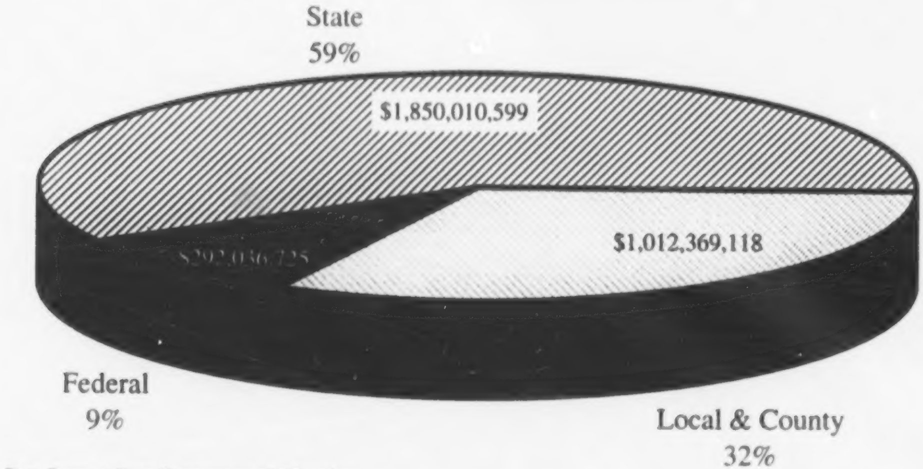
Historical Revenues

Figure 13 shows revenues per student by source for the years 1973-74 through 1996-97 (a 24-year period). The dollar amounts graphed are based on General Fund revenues only so that historical comparisons could be made. The revenue amounts graphed have been adjusted to 1997 dollars using the Consumer Price Index (CPI) methodology as outlined by the U.S. Bureau of Labor Statistics. The graph shows that while district funding from Local, State Dedicated and Federal sources has remained relatively constant over time, State Appropriated funding has increased substantially. In fact, the gap between the funding sources has increased dramatically since the passage of House Bill 1017 in 1989-90.

Figure 12

1997-98 District Revenue Sources

Reported Using ALL FUNDS*



Data Source: State Department of Education

*ALL FUNDS does exclude two fund categories: Bond Fund and Trust & Agency Fund. The Sinking Fund, which is included in ALL FUNDS, represents funds used to repay bonds for capital improvements and major transportation and technology purchases. The Bond Fund is excluded because its inclusion would, in effect, double-count the same funds in the Sinking Fund. The Trust & Agency Fund is excluded because it represents monies held in a trustee capacity or as an agent for individuals, private organizations, etc. See Appendix D for more information about the categories used for the reporting of District Finances.

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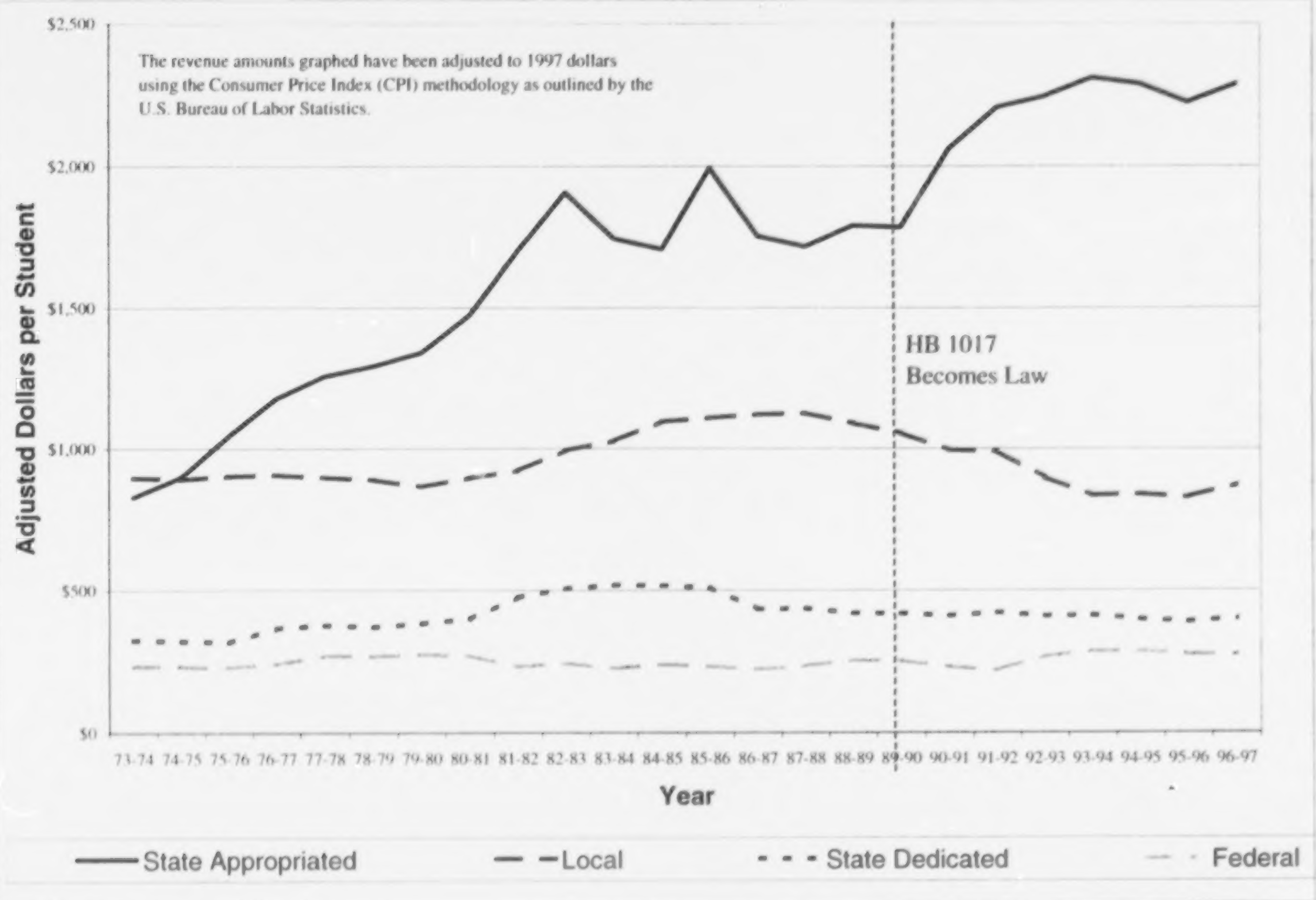
Figure 13
CPI Adjusted Oklahoma Public Education Revenues Per Student by Funding Source


The revenue amounts graphed have been adjusted to 1997 dollars using the Consumer Price Index (CPI) methodology as outlined by the U.S. Bureau of Labor Statistics.

HB 1017 Becomes Law

Prepared by: Office of Accountability

4/28/99

The State Funding Formula

State appropriated revenues are distributed to school districts through the use of the "State Aid Formula." The purpose of the formula is to more accurately assess the costs actually required to dispense education at each of the districts across the state, and then fund them accordingly. The formula takes into account three major areas of consideration: (1) differences in the cost of educating various types of students; (2) differences in transportation costs from district to district; and (3) differences in the salaries districts must pay teachers with varying credentials and years of experience. Additionally, the formula proportionately withholds state funds from districts that have the ability to raise money through local/county revenues.

The Oklahoma Legislature chose to consider the cost associated with educating students by utilizing a student weighting process. State funds are distributed to districts based on the total number of weighted students enrolled at the district. Therefore, the majority of the funding formula deals with assigning weights to students. The concept of allocating funds based on weighted students has been around for decades and is used in many states.

Weighted Average Daily Membership (WADM)

Prior to discussing the state aid formula one must first understand Weighted Average Daily Membership (WADM). Weights are assigned to students based on the varying mental and physical characteristics they possess, as well as the grade in which they are enrolled, the size or sparsity of the district, and the experience and educational level of teachers. The students' weights are then added to yield the total student weight for the district. The sum is referred to as the Weighted Average Daily Membership. The student weights are listed below.

Mental and Physical Condition Weights:

Condition	**WGT.**	Physically Handicapped (PH)	1.20
Learning Disabilities (LD)	0.40	Autism	2.40
Hearing Impaired (HI)	2.90	Traumatic Brain Injury (TBI)	2.40
Vision Impaired (VI)	3.80	Gifted	0.34
Multiple Handicapped (MH)	2.40	Deaf-Blind	3.80
Speech Impaired (SI)	0.05	Bilingual	0.25
Mentally Retarded (MR)	1.30	Special Education Summer Program	1.20
Emotionally Disturbed (ED)	2.50	Economically Disadvantaged	0.25

Grade Level Weights:

Grade	WGT.	Eighth Grade	1.20
Early Childhood (Half Day)	0.70	Ninth Grade	1.20
Early Childhood (Full Day)	1.30	Tenth Grade	1.20
Kindergarten	1.30	Eleventh Grade	1.20
First Grade	1.351	Twelfth Grade	1.20
Second Grade	1.351	Non-Graded	1.20
Third Grade	1.051	Out of Home Placement 1 (OHP1)	1.50
Fourth Grade	1.00	Out of Home Placement 2 (OHP2)	1.80
Fifth Grade	1.00	Out of Home Placement 3 (OHP3)	2.30
Sixth Grade	1.20	Out of Home Placement 4 (OHP4)	3.00
Seventh Grade	1.20		

District Size or Sparsity Weights:

Schools can also receive additional weighting on a per student basis if they have fewer than 529 students. Very small schools have few students per teacher and, therefore, require more money per student for teacher funding. On the other hand, if the student population is sparsely distributed within the district boundaries, districts can receive additional weighting for the cost of busing children relatively long distances. Districts can receive weights from only one of these two factors.

Teacher Credential Weights:

YEARS OF EXPERIENCE	BACHELORS	MASTERS	DOCTORATE
Zero to Two	0.7	0.9	1.1
Three to Five	0.8	1.0	1.2
Six to Eight	0.9	1.1	1.3
Nine to Eleven	1.0	1.2	1.4
Twelve to Fifteen	1.1	1.3	1.5
Over Fifteen	1.2	1.4	1.6

State funds are distributed to districts based on a "Per Weighted ADM" basis. Districts receive state funding based on their highest "Weighted ADM" for the last three years. This allows districts with declining enrollments to plan accordingly.

The Funding Formula

A basic interpretation of the formula is: **Total State Aid Allocation = Foundation Aid + Transportation Allocation + Teacher Salary Incentive Allocation**. The formula is described in more detail below.

Foundation Aid

Foundation Aid is the WADM multiplied by a state foundation factor with "chargeables" or certain local revenues deducted from the resulting product. School districts with large amounts of income from local sources receive relatively small amounts of money from the state. However, this amount can never be less than zero.

Transportation Allocation

The second consideration in the funding formula deals with transportation costs. This part of the formula uses a per capita allowance based on student density multiplied by the number of students transported (hauled) each day. The resulting product is then multiplied by a "Transportation Factor" which is determined by the state.

Teacher Salary Incentive

The third and final aspect of the funding formula deals with Teacher Salary Incentive. An incentive amount is calculated by multiplying an "Incentive Aid Factor" by the WADM. Subtracted from this product is the Adjusted District Assessed Valuation expressed in thousands of dollars. Teacher Salary Incentive is finally derived by multiplying the resulting amount by 20 mills.

For more information on the state funding formula, refer to the "School Finance – Technical Assistance Document, " published by the State Department of Education.

Expenditures

Figure 14 shows expenditures from ALL FUNDS on a percentage basis for the last two years. In "Profiles 1998," expenditure amounts are classified into eight areas: Instruction, Student Support, Instructional Support, District Administration, School Administration, District Support, Other, and Debt Service (See Appendix D for a detailed listing of all accounts). Debt service is graphed separately (as a percentage of the total of the other seven areas combined) in order to standardize the expenditure percentages in the seven core expenditure areas. The majority of districts do not have outstanding bonds, and consequently they have no expenditures in the Debt Service category (0%). By graphing Debt Service separately, districts that use bonds to build new facilities, make major renovations, or to purchase buses, technology, textbooks, etc., will not appear to have smaller expenditure percentages in the other primary areas.

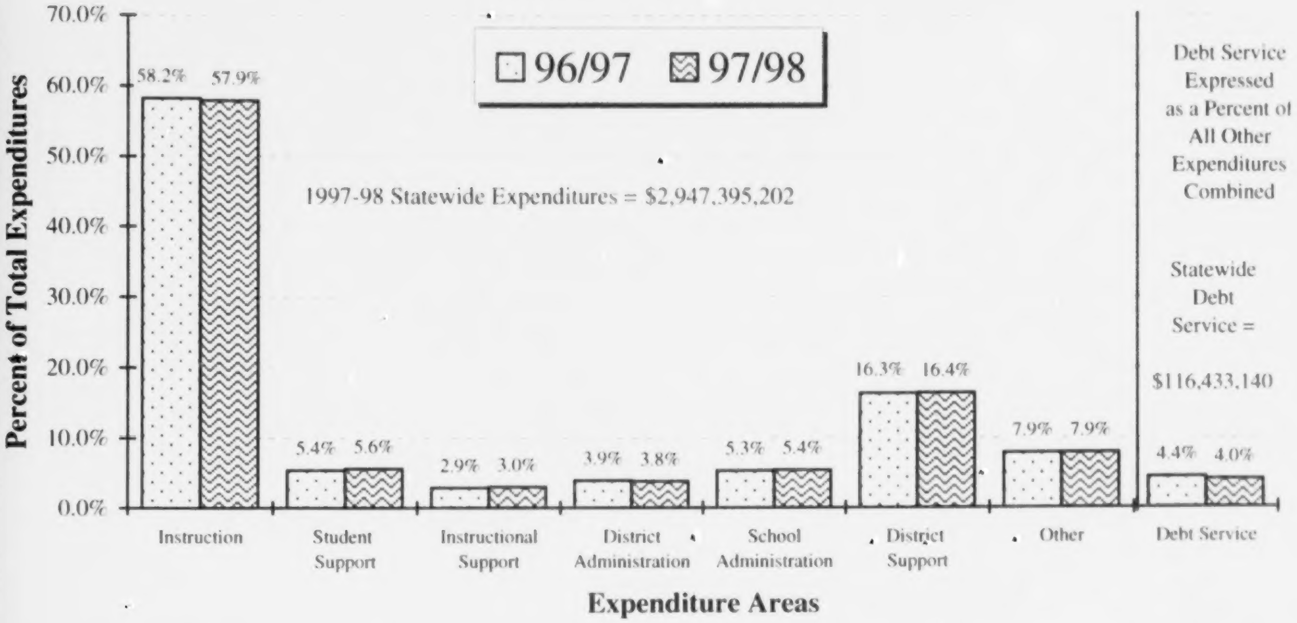
The largest expenditure is in the area of "Instruction" (57.9%) with the "District Support" category a distant second (16.4%). District Support includes the district business office plus maintenance and operation of buildings and vehicles. Statewide total expenditures from ALL FUNDS were $2.9 billion.

Figure 15 contrasts the conventional General Fund to the ALL FUNDS accounting of expenditures per student. The graph shows General Fund Expenditures per student for years 1987-88 through 1997-98 and expenditures from ALL FUNDS for school years 1994-95 through 1997-98. The expenditure per student using the General Fund in 1997-98 was $4,193, compared to $4,956 from ALL FUNDS, a difference of $763 dollars per student. Per-student funding increased $137 in the General Fund category and $150 in the ALL FUNDS category between the 1996-97 and 1997-98 school years.

Per student funding varied greatly across the state (Figure 16). Based on ALL FUNDS, including Debt Service, expenditures ranged from a high of $22,048 per student at one district to a low of $3,303 per student at another.

Figure 14

State Level Expenditures Based on ALL FUNDS

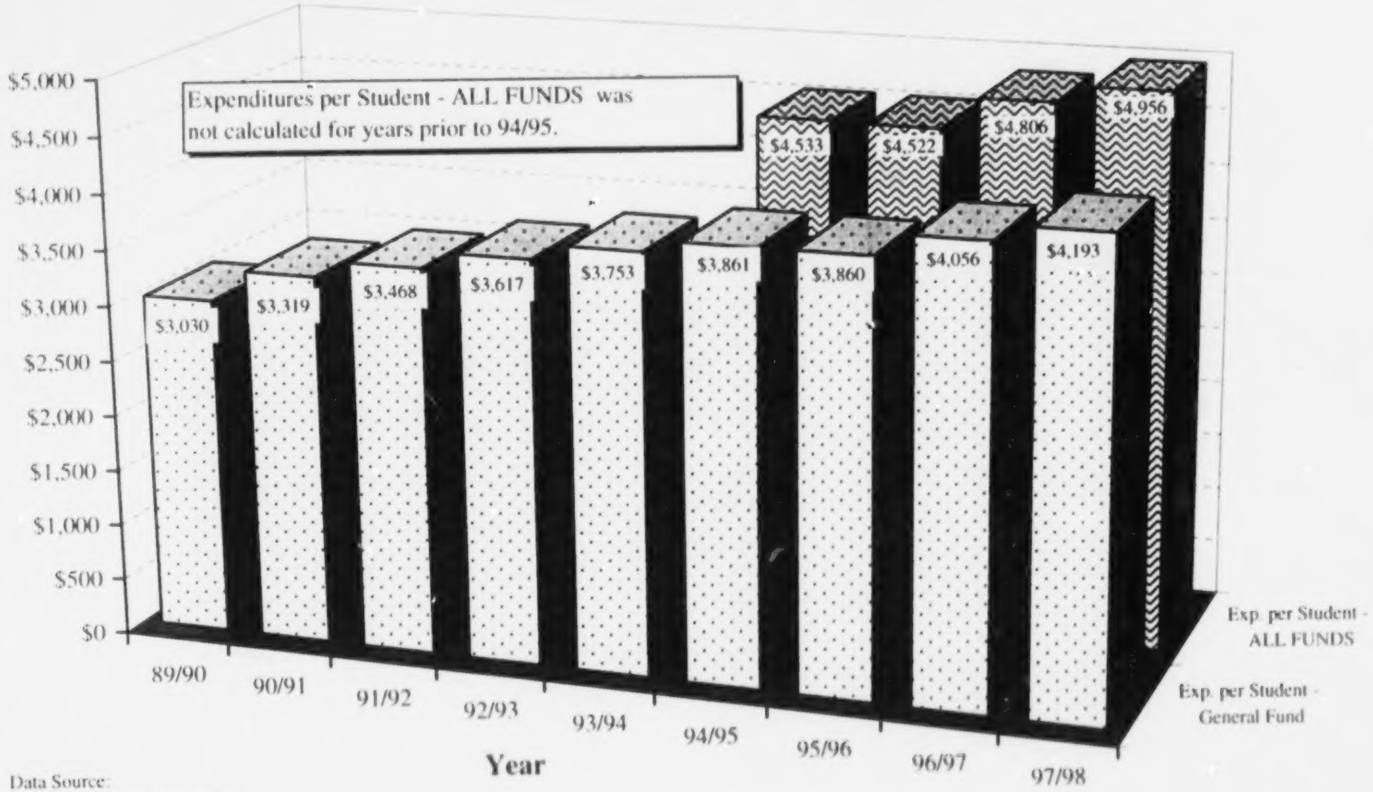


Data Source: State Department of Education

See Appendix D – "Breakdown of Expenditure Amounts in Eight Areas" for a complete listing of all accounts under each expenditure area.

Figure 15

State Level Expenditures Per Student Using General Fund and ALL FUNDS

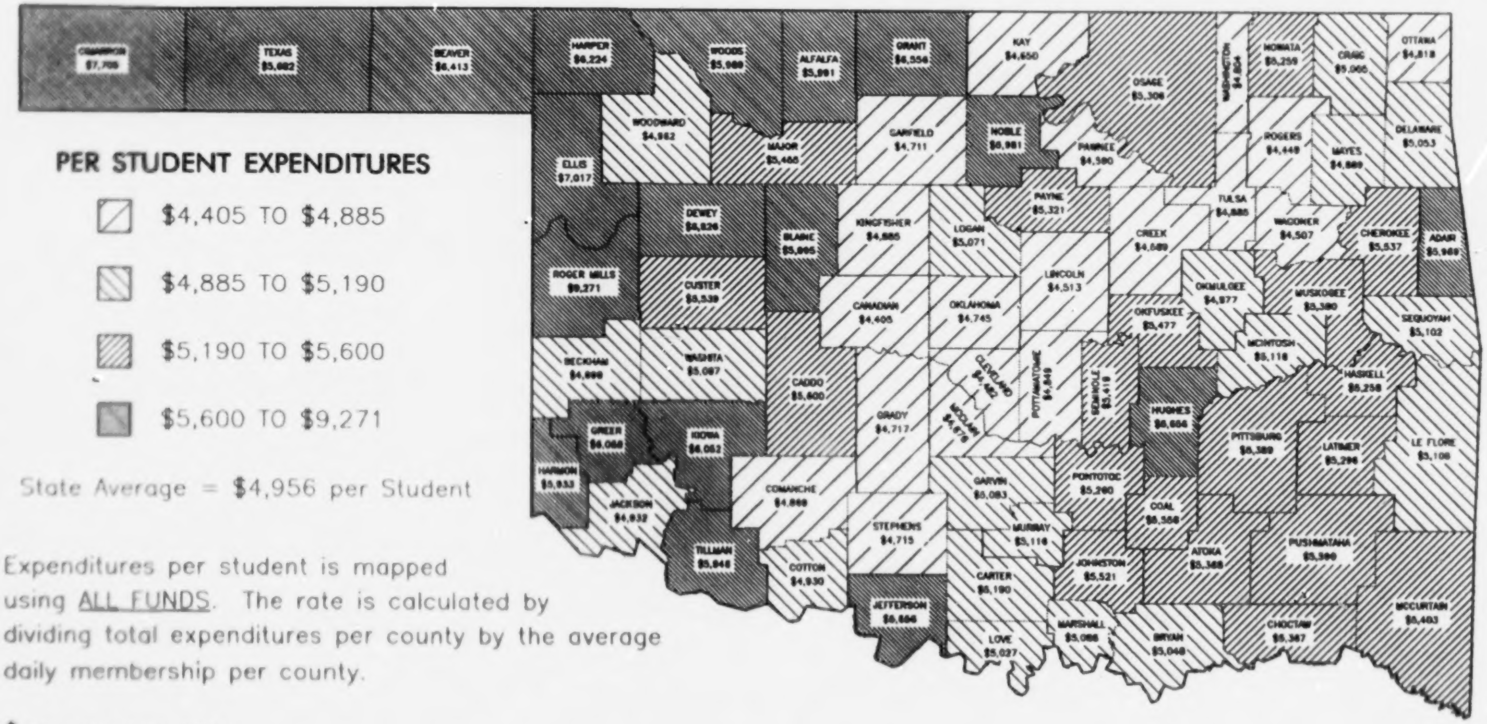


Expenditures per Student - ALL FUNDS was not calculated for years prior to 94/95.

Data Source:
State Department of Education

Figure 16

PER STUDENT* EXPENDITURES
PUBLIC SCHOOLS - 1997-98 SCHOOL YEAR


CIMARRON $7,709
TEXAS $5,682
BEAVER $6,413
HARPER $6,224
WOODS $5,989
ALFALFA $5,991
GRANT $6,556
KAY $4,650
OSAGE $5,306
WASHINGTON $4,804
NOWATA $5,259
CRAIG $5,066
OTTAWA $4,818
WOODWARD $4,982
MAJOR $5,466
GARFIELD $4,711
NOBLE $6,981
PAWNEE $4,590
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ELLIS $7,017
DEWEY $6,826
BLAINE $5,865
KINGFISHER $4,865
LOGAN $5,071
PAYNE $5,321
TULSA $4,885
CREEK $4,689
WAGONER $4,507
CHEROKEE $5,537
ADAIR $5,969
ROGER MILLS $9,271
CUSTER $5,539
CANADIAN $4,405
OKLAHOMA $4,745
LINCOLN $4,513
OKMULGEE $4,977
MUSKOGEE $5,380
OKFUSKEE $5,477
MCINTOSH $5,118
SEQUOYAH $5,102
BECKHAM $4,999
WASHITA $5,087
CADDO $5,400
CLEVELAND $4,482
MCCLAIN $4,676
POTTAWATOMIE $4,849
SEMINOLE $5,418
HUGHES $6,606
HASKELL $5,258
GREER $6,066
KIOWA $6,062
HARMON $5,933
GRADY $4,717
PITTSBURG $5,389
LATIMER $5,296
LE FLORE $5,108
JACKSON $4,932
COMANCHE $4,869
GARVIN $5,083
PONTOTOC $5,260
COAL $5,558
TILLMAN $5,946
STEPHENS $4,715
MURRAY $5,116
ATOKA $5,348
PUSHMATAHA $5,390
COTTON $4,930
CARTER $5,190
JOHNSTON $5,521
JEFFERSON $6,666
LOVE $5,027
MARSHALL $5,086
BRYAN $5,048
CHOCTAW $5,387
MCCURTAIN $5,403
Miles
0
20
40
60
80
100

PER STUDENT EXPENDITURES

- ▨ $4,405 TO $4,885
- ▨ $4,885 TO $5,190
- ▨ $5,190 TO $5,600
- ▨ $5,600 TO $9,271

State Average = $4,956 per Student

Expenditures per student is mapped using ALL FUNDS. The rate is calculated by dividing total expenditures per county by the average daily membership per county.

* Unweighted ADM.

Prepared by: Office of Accountability
Data Source: Oklahoma State Department of Education

Date: 4-1-99

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III. STUDENT PERFORMANCE

ACHIEVEMENT TESTS

Student performance is often viewed as the culmination of all the factors that contribute to the educational process. Socioeconomics, community support, parental involvement, educational facilities, equipment, and programs, as well as teacher and student motivation, all factor together simultaneously to influence student performance.

Standardized achievement tests are the most commonly used measure of student performance. In Oklahoma, the two state-mandated tests are the Iowa Test of Basic Skills and the Oklahoma Core Curriculum Test.

The Oklahoma School Testing Program was established by passage of Senate Bill (SB) 183 in 1989. SB 183 prescribed that all public school students take norm-referenced tests in grades 3, 5, 7, 9, and 11. The bill was amended by House Bill (HB) 1441, section 2, of the 1994 Regular Session. HB 1441 provided that beginning with the 1994-95 school year, the State Board of Education shall cause norm-referenced tests to be administered to every public school student enrolled in grades 3 and 7 with criterion-referenced tests to be phased in by subject area and administered in grades 5, 8 and 11.

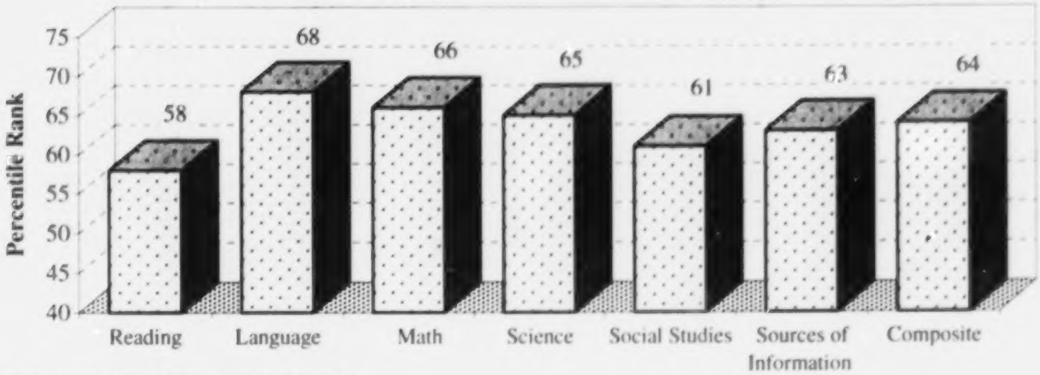
The Iowa Test of Basic Skills (ITBS)

The Iowa Test of Basic Skills (ITBS) is a Norm-Referenced Test (NRT), developed by the Riverside Publishing Company for use by schools across the nation. A norm-referenced test enables student performance on certain academic subjects to be compared to that of their national and state counterparts. Its focus is on student progress and diagnosis of strengths and weaknesses. For the ITBS, a norm group is randomly selected from students across the nation in a given grade. This group is then administered the test and their average performance is considered to be the average for the nation. This average performance equates to a National Percentile Rank (NPR) of 50. The NPR received by other students taking the test can then be evaluated against the standardized NPR of 50. For example, in 1997-98, Oklahoma 3rd grade students scored at the 61st percentile rank on the social studies section of the ITBS and therefore scored higher than 61% of 3rd graders in the national norm group taking the test (Figure 17). This score was notably higher than the average of the national norm group. However, the State's 7th graders, with an NPR of 57, scored much closer to the average of the national norm group on the social studies portion of the ITBS (Figure 18). (Note: the national norms were established by Riverside during the 1993-94 school year and will be used for comparative purposes through 1998-99).

The percentage of the student body that is tested is another important factor to consider when evaluating testing results. In Oklahoma, students who have limited English proficiency (LEP), and students who have individualized education programs (IEP) (usually special education students), are exempt from testing. Also, students who were repeatedly absent from school during the test dates are not included in the testing procedure. The lower the percentage of the student body tested the less complete the performance picture for the school or district. Statewide, a very reasonable percentage of students were tested using the ITBS during the 1997-98 testing cycle. Eighty-eight percent (88%) of 3rd graders took the ITBS. Of the 924 3rd grade sites that completed the testing survey, 70 schools tested fewer than 70% of their students, whereas, 88 schools tested all of their students (100% tested). For the 7th grade 90% of students took the ITBS statewide. Of the 590 7th grade sites that completed the testing survey, 29 tested fewer than 70% of their students, whereas, 55 tested all of their students (100% tested).

Figure 17

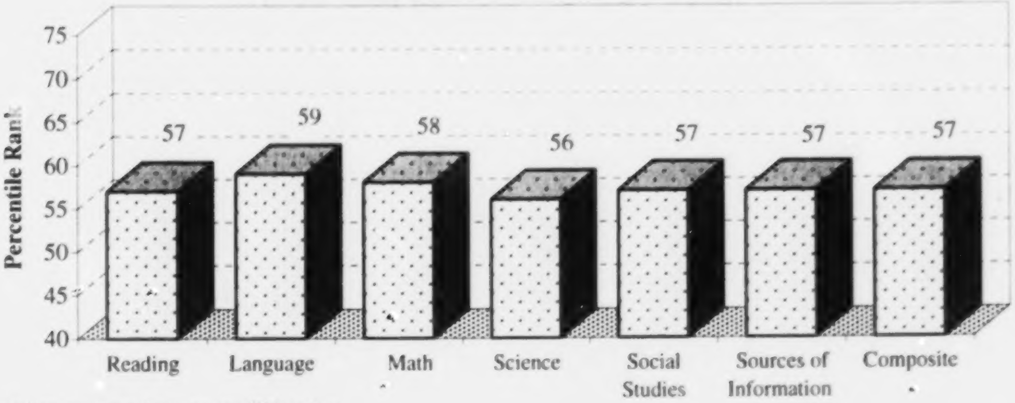
Third Grade ITBS National Percentile Ranks by Subject Area 1997-98



Data Source: State Department of Education

Figure 18

Seventh Grade ITBS National Percentile Ranks by Subject Area 19976-98



Data Source: State Department of Education

A common practice used when evaluating the ITBS is to compare one year to the next. For example, in an attempt to quantify improvements or downfalls in curriculum content or teaching techniques in the 3rd grade, one might compare this year's 3rd grade ITBS scores with last year's 3rd grade results. When dealing with individual schools and classes, the results of this type of comparison must be viewed with caution. Differences in the natural ability of the students who make up the class (group) can account for differences seen from year to year. This becomes particularly important when the groups being compared are small in number. A more appropriate way to analyze changes in ITBS scores is to generate groups of individual students (a class) and follow the changes in each group's performance from one grade level to another (e.g. 3rd grade to 5th grade to 7th grade, etc.). This method is referred to as cohort analysis, or "value added" analysis.

Cohort analysis at the state level, though an extremely valuable tool for evaluating educational policy, has become a thing of the past. Changes in state law now require that students only be administered the ITBS in 3rd and 7th grade. This allows only two points in time to be analyzed, neither of which is in the secondary grades. For example, the high school graduating class of 2007 was tested in 3rd grade in 1997-98 and will be administered only one additional nationally normed test prior to graduation: the 7th grade ITBS in 2001-02. No additional information about that group's performance compared to their national counterparts will be available at the state level.

As revealed by the Office of Accountability's 1995-96 survey, many districts choose to administer nationally normed tests in grades other than those mandated by Oklahoma law. Of the superintendents responding to the "Profiles 1996 District Survey," 84% said that their districts administered nationally normed tests to grades other than the state-mandated grades of three and seven. In these districts, cohort analysis can continue even though there are no longer comparable numbers at the state level.

The Oklahoma Core Curriculum Test

The Oklahoma Core Curriculum Test is a criterion-referenced test (CRT) which uses a different methodology than the norm-referenced tests (NRT) discussed earlier. CRTs evaluate whether or not a student can satisfactorily perform a specified set of academic skills. The Oklahoma Core Curriculum Test is not nationally normed and does not provide a basis for comparing Oklahoma students to their national counterparts. It was designed to test a student's competency in certain subject areas as specified in the Priority Academic Student Skills (PASS). PASS is said to be an "Oklahoma Curriculum, designed by Oklahomans." PASS represents the basic skills and knowledge all Oklahoma students should learn in the elementary and secondary grades and the Oklahoma Core Curriculum Test was designed to evaluate whether students had satisfactorily achieved these academic skills. The test offers a "snap-shot glimpse" of student performance by grade and subject area.

Oklahoma law requires that the State Board of Education develop CRTs which evaluate students on the specific skills that all Oklahoma public school students are expected to have mastered in grades 5, 8, and 12 (12th grade CRT is given in the 11th grade). The level of academic performance that each student must meet is established by the State Board of Education.

The minimum level of competency set by the State Board of Education for the Oklahoma Core Curriculum test is a score of "Satisfactory." The score of "Satisfactory" represents the level of knowledge a student should have in a given subject area of PASS. Performance for schools and districts is then reported by the percentage of students that meet this satisfactory mark (see table next page).

Again, it is important to consider the percentage of students that were tested. The larger the percentage, the more complete the view of student performance that is presented. Statewide, a very respectable percentage of students were tested during the 1997-98 testing cycle using the Oklahoma Core Curriculum Test. Eighty-eight (88%) of 5th graders took the CRT. Of the 851 sites that completed the 5th grade testing survey, 58 schools tested fewer than 70% of their students, whereas, 69 schools tested all of their students (100% tested). For the 8th grade, 90% of students took the CRT. Of the 535 sites that completed the 8th grade testing survey, 21 schools tested fewer than 70% of their students and 69 schools tested 100% of their students. The 11th grade results showed that 89% of students were tested at 424 sites statewide. Additionally, only 12 sites tested less than 70% of their students and 37 sites tested 100% of students.

State law requires that students who do not perform satisfactorily on the Core Curriculum Tests be given opportunities for remediation and be re-tested, up to two times, until satisfactory scores are achieved. Students are re-tested as follows: 5th grade re-tests during the 6th and 7th grades, 8th grade re-tests during the 9th and 10th grades, and the 11th grade re-tests during the 12th grade.

5th Grade Core Curriculum Test Results by Year

Subject Area	1994-95	1995-96	1996-97	1997-98
Science	79%	78%	81%	85%
Mathematics	79%	77%	80%	82%
Reading	Not Tested	76%	77%	76%
Writing	Not Tested	95%	95%	91%
US Hist./Const./Govt.	Not Tested	Not Tested	71%	73%
Geography	Not Tested	Not Tested	Not Tested	57%

8th Grade Core Curriculum Test Results by Year

Subject Area	1994-95	1995-96	1996-97	1997-98
Science	75%	78%	77%	78%
Mathematics	70%	74%	72%	71%
Reading	70%	70%	72%	75%
Writing	88%	94%	89%	91%
US Hist./Const./Govt.	Not Tested	Not Tested	58%	59%
Geography	Not Tested	Not Tested	Not Tested	46%

11th Grade Core Curriculum Test Results by Year

Subject Area	1994-95	1995-96	1996-97	1997-98
Science	70%	71%	72%	75%
Mathematics	56%	59%	58%	61%
Reading	Not Tested	73%	75%	72%
Writing	Not Tested	87%	94%	94%
US Hist./Const./Govt.	Not Tested	Not Tested	74%	73%
Geography	Not Tested	Not Tested	Not Tested	43%
Oklahoma History	Not Tested	Not Tested	Not Tested	49%

Data Source: State Department of Education

The statewide results of the Core Curriculum Tests for the 1997-98 school year are encouraging. They show that for most subjects, the majority of Oklahoma students can satisfactorily perform the skills outlined in PASS. And, if the percentage of students achieving "Satisfactory" at each site across the state were similar to the statewide results, Oklahoma's K-12 education system would be in relatively good shape. However, student performance varies greatly from site to site across the state.

Just as students are expected to perform at a minimum level of competency, schools should also be able to achieve a minimum level of performance. In an attempt to evaluate schools' overall performance in preparing students for the Core Curriculum Tests, the Secretary of Education and Education Oversight Board chose "70% of students achieving a satisfactory score" as a logical minimum performance benchmark for schools to achieve.

Figures 19 through 21 display schools' overall performance in preparing students in the Priority Academic Student Skills as measured by the Oklahoma Core Curriculum Tests. These figures show the number of schools that have 70% or more of their students scoring "satisfactory" on the Core Curriculum Tests by grade and number of subject areas.

The National Assessment of Educational Progress (NAEP) Test

The National Assessment of Education Progress (NAEP) is a testing program administered by the U.S. Department of Education. The mission of NAEP is to collect, analyze, and present reliable information about what American students know and can do. NAEP monitors the progress of education at both the national and state level by testing representative samples of students in grades 4, 8, and 12 in the areas of math, science, reading, writing, geography, history, and other subjects as selected by the NAEP board. The performance results are only provided on groups. NAEP is forbidden by federal law to report results at the individual student, school or district level. Also, it is the option of each state whether or not to participate. All NAEP assessment questions are based on subject-area-specific content frameworks that were developed through a national consensus process involving teachers, curriculum experts, parents, and members of the general public. NAEP is a reliable measure that many states use to evaluate the soundness of their educational system in relation to those of other states. It also helps to corroborate the results of the other achievement tests administered within the state.

NAEP was authorized by Congress in 1969 and was only required to assess reading, mathematics, and writing at least once every five years. In 1990, federal legislation was passed which required assessments in reading and mathematics at least every two years, in science and writing at least every four years, and in history or geography and other subjects selected by the NAEP governing board at least every six years. Individual states are only tested periodically by NAEP and only in certain subject areas and certain grades. The following chart shows the subjects tested at the state level by year and grade.

National Assessment of Educational Progress (NAEP) Testing Schedule for State-by-State Results by Year, Subject and Grade Tested

Year	Math		Reading		Writing		Science	
	4th Grade	8th Grade	4th Grade	8th Grade	4th Grade	8th Grade	4th Grade	8th Grade
1990		**Tested**						
1992	**Tested**	**Tested**	**Tested**					
1994			**Tested**					
1996	**Tested**	**Tested**						**Tested**
1998			**Tested**	**Tested**	**Tested**	**Tested**		

Note: Oklahoma did not participate in the NAEP program during the 1994 and 1996 testing cycles. At the time of this publication, the 1998 writing results were not yet released.

Oklahoma's 1998 NAEP reading results are very encouraging (Appendix E). Of the 39 states tested in 4th grade reading, Oklahoma's score of 220 was the seventh highest score. Ten states scored higher than Oklahoma and 28 states scored lower. Looking at the 8th grade reading results, Oklahoma's score of 265 was the seventh highest score of the 36 states tested, with nine states scoring better than Oklahoma, two scoring the same, and 24 scoring lower.

Comparisons of Oklahoma's prior NAEP performance to its most recent performance are limited in scope. With Oklahoma electing not to participate in NAEP during the 1994 and 1996 testing cycles, only the 4th grade reading scores can be compared from 1992 to 1998. In making this comparison, Oklahoma's rather high score of 220 in 1998 is exactly the same as it was in 1992. Oklahoma's participation in all future NAEP testing was mandated by the Oklahoma Legislature in 1997.

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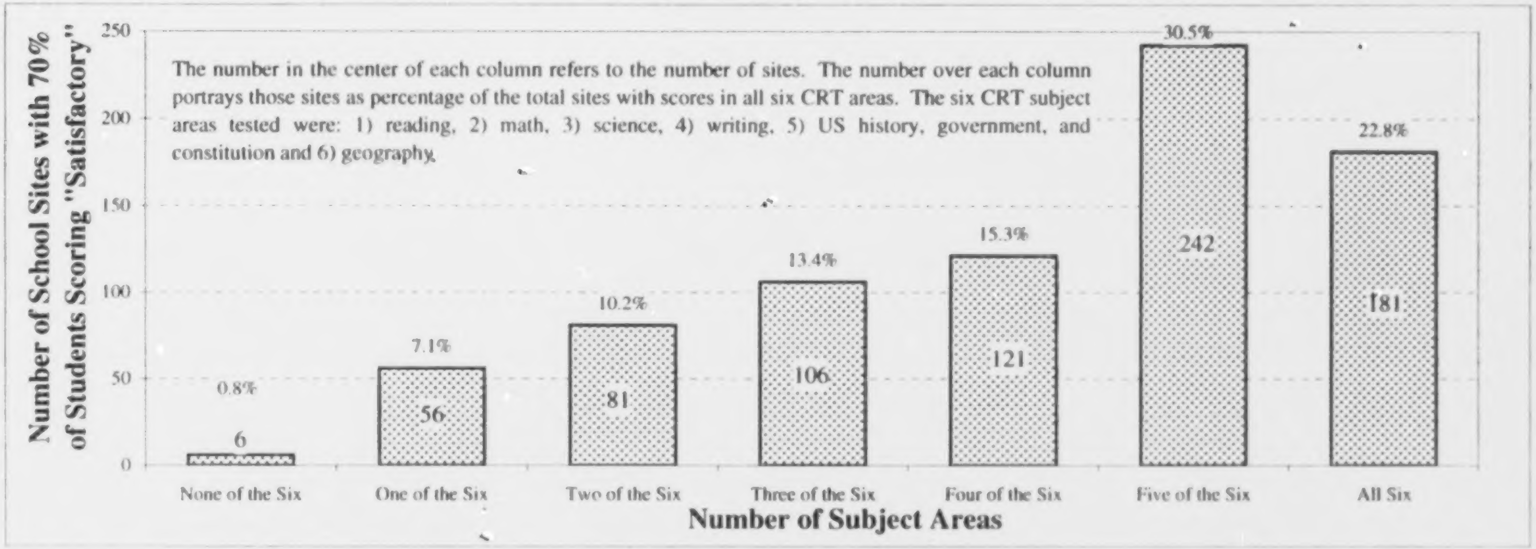
Figure 19

Schools with 70% or More of Students Scoring "Satisfactory" On the Oklahoma Core Curriculum Test by Number of Subject Areas

Fifth Grade Criterion-Referenced Test (CRT)

1997-98 School Year



The number in the center of each column refers to the number of sites. The number over each column portrays those sites as percentage of the total sites with scores in all six CRT areas. The six CRT subject areas tested were: 1) reading, 2) math, 3) science, 4) writing, 5) US history, government, and constitution and 6) geography.

Number of School Sites Scoring "Satisfactory" by Size of the District in which the Site Operates

	Number of School Sites Scoring "Satisfactory" by Subject Areas							
District Enrollment (ADM)	None	One	Two	Three	Four	Five	Six	**Total**
10,000 or More	1	27	19	25	19	62	61	214
5,000 - 9,999			3	3	7	21	27	61
2,000 - 4,999		4	8	9	15	27	12	75
1,000 - 1,999		3	5	10	7	32	17	74
500 - 999		5	11	18	16	33	9	92
250 - 499	2	8	17	19	36	33	32	147
Less than 250	3	9	18	22	21	34	23	130
Total 5th Grade Sites	6	56	81	106	121	242	181	793

Prepared by: Office of Accountability

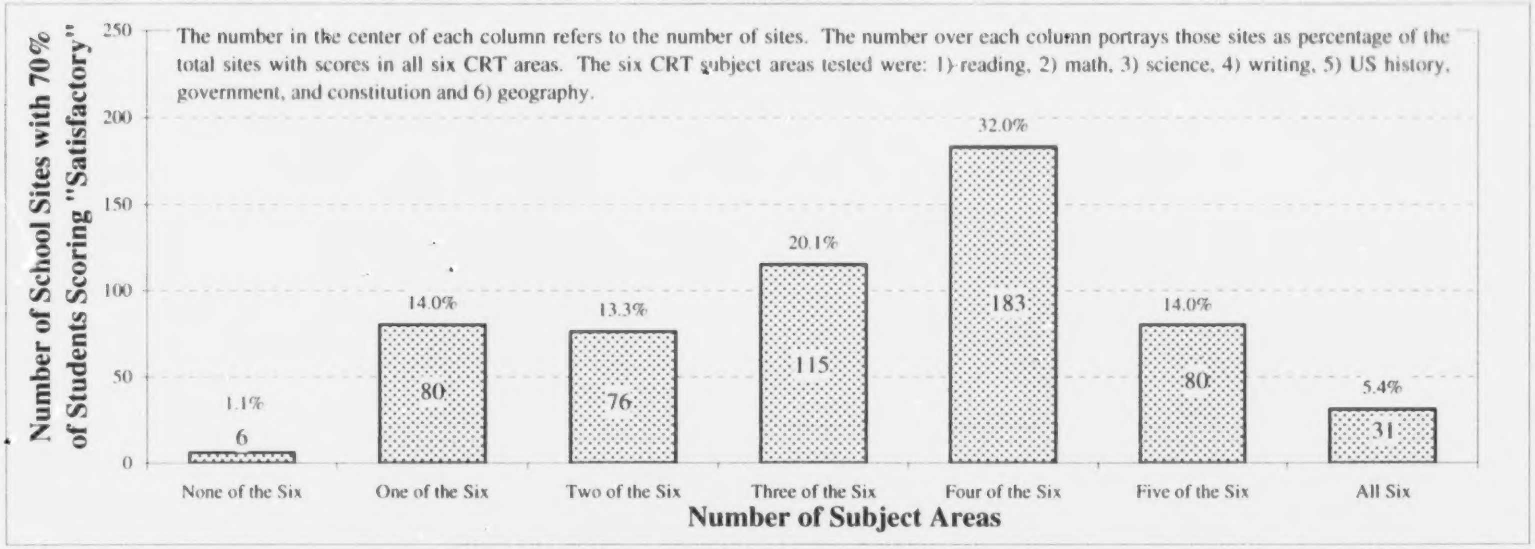
4/28/99

Figure 20

Schools with 70% or More of Students Scoring "Satisfactory" On the Oklahoma Core Curriculum Test by Number of Subject Areas

Eighth Grade Criterion-Referenced Test (CRT)

1997-98 School Year



The number in the center of each column refers to the number of sites. The number over each column portrays those sites as percentage of the total sites with scores in all six CRT areas. The six CRT subject areas tested were: 1) reading, 2) math, 3) science, 4) writing, 5) US history, government, and constitution and 6) geography.

Number of School Sites Scoring "Satisfactory" by Size of the District in which the Site Operates

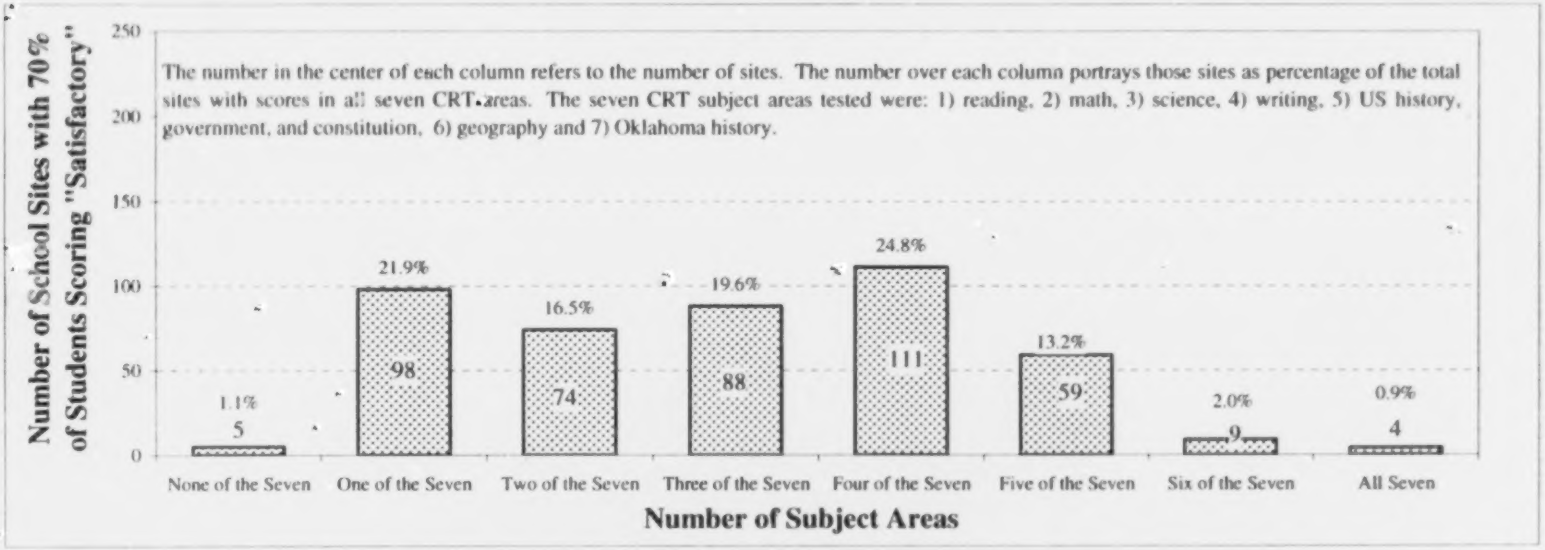
	Number of School Sites Scoring "Satisfactory" by Subject Areas							
District Enrollment (ADM)	None	One	Two	Three	Four	Five	Six	**Total**
10,000 or More		17	4	7	14	11	3	56
5,000 - 9,999		1	1		11	3	2	18
2,000 - 4,999		3	3	10	14	4		34
1,000 - 1,999		8	8	20	25	12		73
500 - 999	1	13	18	20	39	9	2	102
250 - 499	2	18	22	32	49	26	9	158
Less than 250	3	20	20	26	31	15	15	130
Total 8th Grade Sites	6	80	76	115	183	80	31	**571**

Figure 21

Schools with 70% or More of Students Scoring "Satisfactory" On the Oklahoma Core Curriculum Test by Number of Subject Areas

Eleventh Grade Criterion-Referenced Test (CRT)

1997-98 School Year



The number in the center of each column refers to the number of sites. The number over each column portrays those sites as percentage of the total sites with scores in all seven CRT areas. The seven CRT subject areas tested were: 1) reading, 2) math, 3) science, 4) writing, 5) US history, government, and constitution, 6) geography and 7) Oklahoma history.

Number of School Sites Scoring "Satisfactory" by Size of the District in which the Site Operates

	Number of School Sites Scoring "Satisfactory" by Subject Areas								
District Enrollment (ADM)	None	One	Two	Three	Four	Five	Six	Seven	**Total**
10,000 or More		15	1	1	6	13			36
5,000 - 9,999		1			3	5	1		10
2,000 - 4,999		3	3	6	14	6	1		33
1,000 - 1,999	1	10	10	19	27	6			73
500 - 999		21	19	22	23	11	1		97
250 - 499	2	33	28	31	23	13	4	1	134
Less than 250	2	15	13	9	15	5	2	3	61
Total 11th Grade Sites	5	98	74	88	111	59	9	4	**444**

Prepared by: Office of Accountability

4/28/99

HIGH SCHOOL PERFORMANCE MEASURES

High School Dropout Rates

There are a number of ways to calculate high school dropout rates. The most holistic methodology follows students through their high school career. At the end of four years the total number of dropouts is divided by the number of students in the starting group minus those that may have transferred to other schools or left the state. Oklahoma State Statutes, however, require dropouts to be calculated using a different methodology. The dropout calculations are based on a single-year snapshot of dropout activity. Each year, the total number of dropouts is tabulated by district, by grade, and is then compared to the district's average daily membership by grade. The numbers are aggregated to generate state-level numbers. During the 1994-95 school year, the legal definition for "school dropout" changed from, "any student who is under the age of **eighteen (18),"** to "any student who is under the age of **nineteen (19)**, and has not graduated from high school." The law goes on to state that these students must not be attending any other public or private school or otherwise be receiving an education pursuant to the law, for the full term that the school in which they reside is in session. For the two transition years, the high school dropout rates (grades 9 through 12) are graphed for both "under age 18" and "under age 19" so that comparisons can be made with previous years (Figure 22).

Single Year Dropout Figures
Grades 9-12 Under Age 19

Year	**1996-97**	**1997-98**
Average Daily Membership	169,749	173,802
Dropouts	9,513	9,624
Dropout Rate	5.6%	5.5%

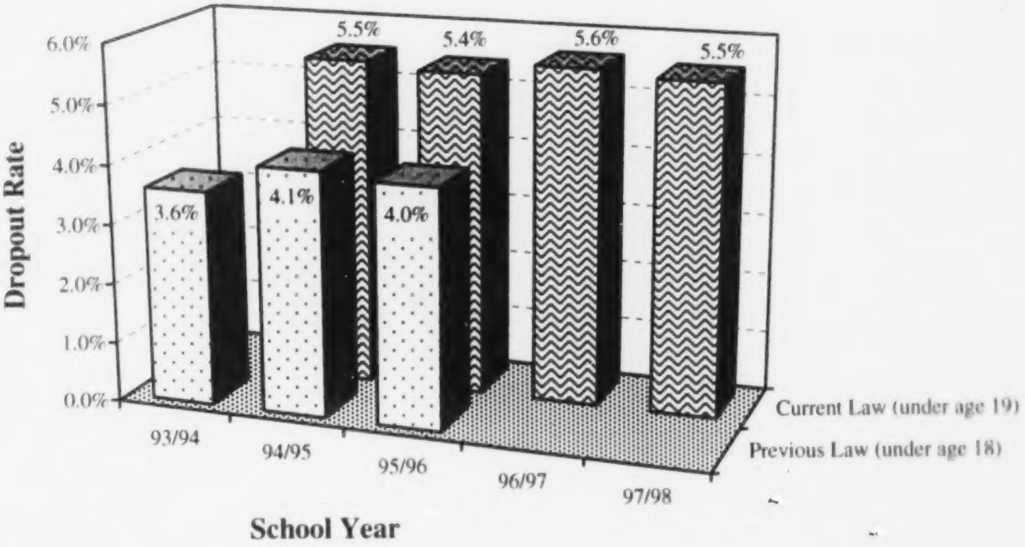
Data Source: State Department of Education

Dropout rates vary greatly from district to district and county to county across the state (Figure 23). At one district in Oklahoma, nearly ¼ of the 9-12 grade student body dropped out during the 1997-98 school year. Many districts, however, did not loose a single student.

Although Oklahoma lacks the databases required to calculate a cohort dropout rate, a feel for total student loss can be obtained by looking at ADM counts for a given Graduating Class as they progress from grade to grade. Figure 24 shows ADM counts for four graduating classes, 1995 through 1998, as they progress through the grades. The table shows that, on average, 22% of students are lost between grades 9 and 12. There are many reasons that students disappear from the State enrollment rosters (transfers out of state, transfers to private schools, and even incarceration or death). However, knowing that the annual dropout rate exceeds 5%, it seems reasonable to conclude that the majority of student loss over the four-year period is the result of student dropouts. It should also be realized that Oklahoma has a few districts where annual dropout rates exceed 15%, meaning that more students will dropout during the four-year period than will graduate.

Figure 22

Oklahoma Single-Year Dropout Rates
9th through 12th Grade



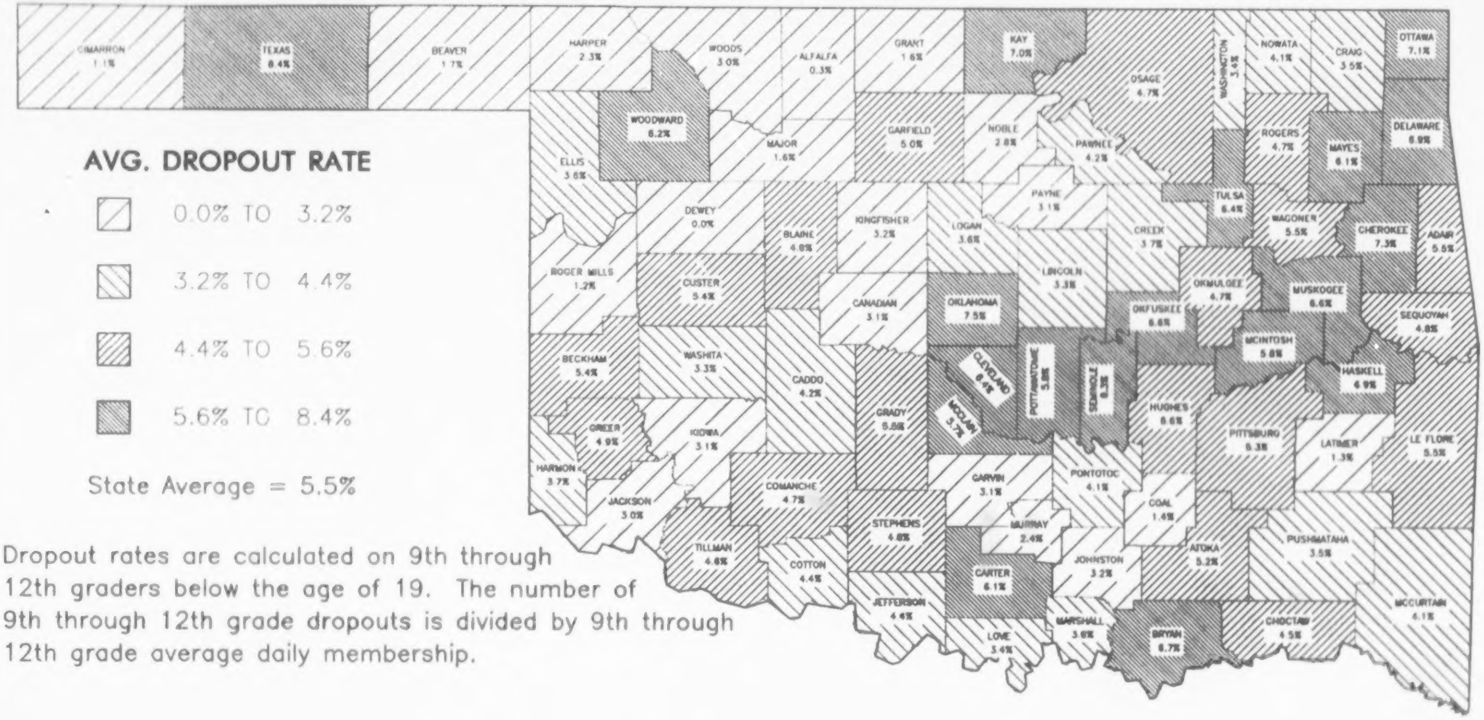
Data source: State Department of Education

Dropout Prevention

Intervention efforts are being made for students who are at-risk of dropping out of school. Some of these include: Alternative Approach Grants, Deregulation, Alternative Education Academies, and Dropout Recovery Program Grants (for area vocational-technical school districts serving school districts that do not have intensive dropout prevention programs and have the greatest need for dropout prevention and recovery).

Figure 23

AVERAGE HIGH SCHOOL DROPOUT RATE PUBLIC HIGH SCHOOLS - 1997-98 SCHOOL YEAR


CIMARRON 1.1%
TEXAS 8.4%
BEAVER 1.7%
HARPER 2.3%
WOODS 3.0%
ALFALFA 0.3%
GRANT 1.6%
KAY 7.0%
OSAGE 4.7%
WASHINGTON 3.4%
NOWATA 4.1%
CRAIG 3.5%
OTTAWA 7.1%
WOODWARD 6.2%
MAJOR 1.6%
GARFIELD 5.0%
NOBLE 2.8%
PAWNEE 4.2%
ROGERS 4.7%
MAYES 6.1%
DELAWARE 6.9%
ELLIS 3.6%
DEWEY 0.0%
BLAINE 4.8%
KINGFISHER 3.2%
LOGAN 3.6%
PAYNE 3.1%
CREEK 3.7%
TULSA 6.4%
WAGONER 5.5%
CHEROKEE 7.3%
ADAIR 5.5%
ROGER MILLS 1.2%
CUSTER 5.4%
CANADIAN 3.1%
OKLAHOMA 7.5%
LINCOLN 3.3%
OKFUSKEE 6.6%
OKMULGEE 4.7%
MUSKOGEE 6.6%
SEQUOYAH 4.8%
BECKHAM 5.4%
WASHITA 3.3%
CADDO 4.2%
GRADY 5.6%
CLEVELAND 6.4%
MCCLAIN 3.7%
POTTAWATOMIE 5.8%
SEMINOLE 6.3%
MCINTOSH 5.8%
HASKELL 6.9%
HUGHES 5.6%
PITTSBURG 5.3%
LATIMER 1.3%
LE FLORE 5.5%
GREER 4.9%
KIOWA 3.1%
HARMON 3.7%
JACKSON 3.0%
COMANCHE 4.7%
GARVIN 3.1%
PONTOTOC 4.1%
COAL 1.4%
TILLMAN 4.6%
COTTON 4.4%
STEPHENS 4.8%
MURRAY 2.4%
JOHNSTON 3.2%
ATOKA 5.2%
PUSHMATAHA 3.5%
CARTER 6.1%
JEFFERSON 4.4%
LOVE 3.4%
MARSHALL 3.6%
BRYAN 6.7%
CHOCTAW 4.5%
MCCURTAIN 4.1%
AVG. DROPOUT RATE
0.0% TO 3.2%
3.2% TO 4.4%
4.4% TO 5.6%
5.6% TO 8.4%

State Average = 5.5%

Dropout rates are calculated on 9th through 12th graders below the age of 19. The number of 9th through 12th grade dropouts is divided by 9th through 12th grade average daily membership.

Prepared by: Office of Accountability

Data Source: State Department of Education

Miles

0 20 40 60 80 100

Date: 4-1-99

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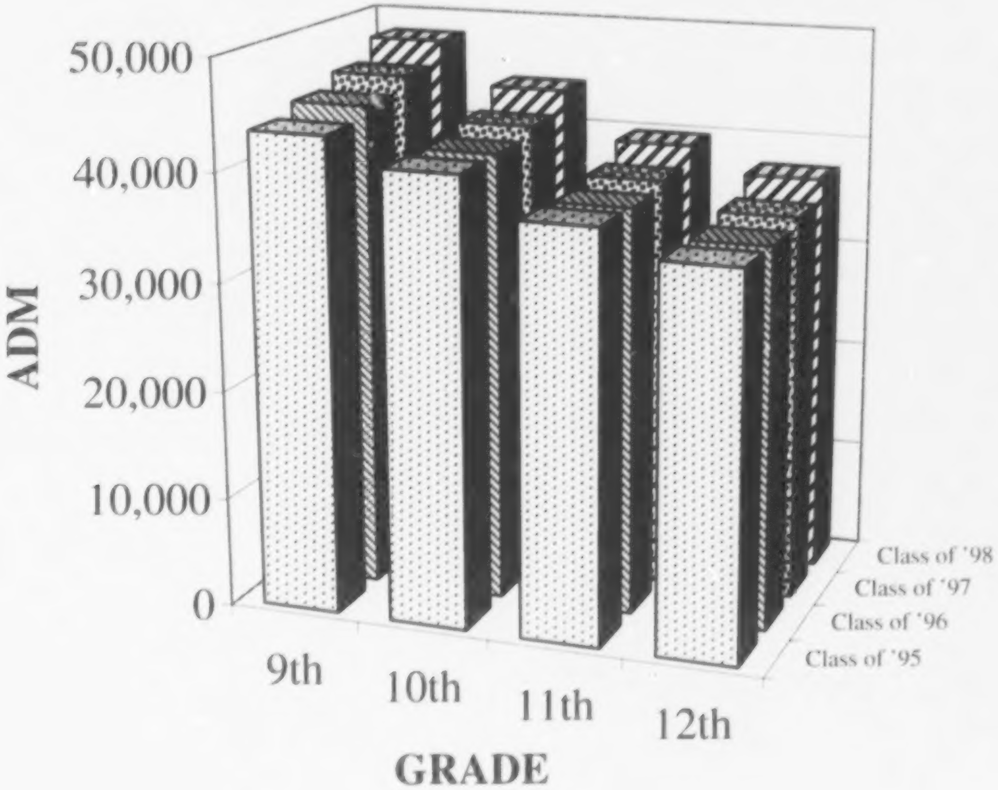
Figure 24

Average Daily Membership by Graduating Class
Statewide Student Loss Grades 9 through 12



Grade		Average Daily Membership				% Loss
		9th	10th	11th	12th	9th - 12th
Class of '95	░	43,607	41,119	37,526	35,066	**-20%**
Class of '96	▨	44,693	41,196	37,286	34,879	**-22%**
Class of '97	▒	45,939	42,093	37,956	35,541	**-23%**
Class of '98	▧	47,966	43,910	39,540	37,181	**-22%**
Four-Year Average		45,551	42,079	38,077	35,667	**-22%**

Data Source: State Department of Education

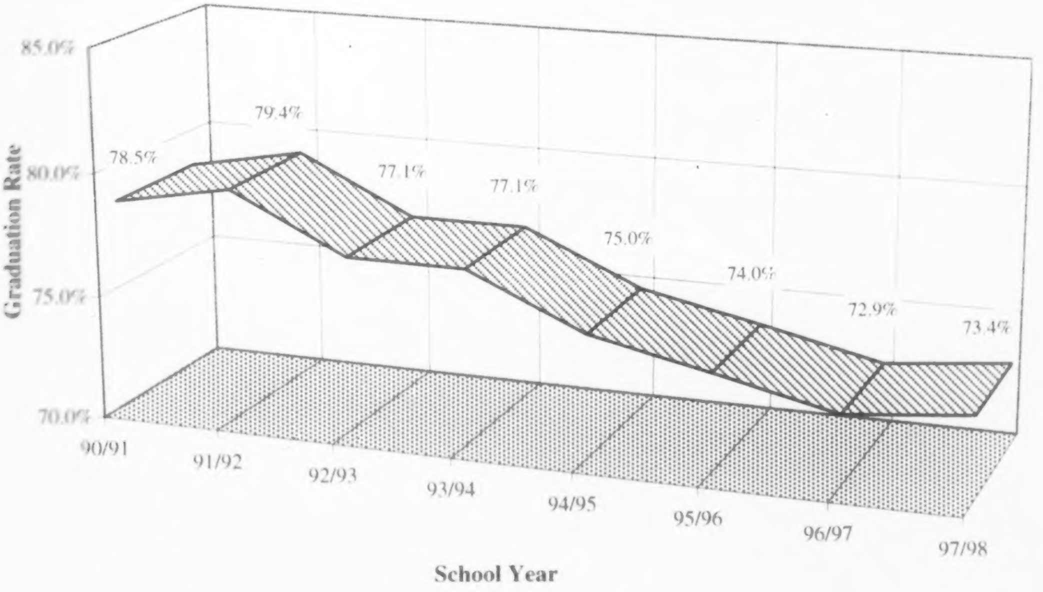
5/3/99

Graduation Rate

The Oklahoma graduation rate is calculated by comparing the current number of graduates to the 9th grade student enrollment (ADM) four years earlier. This method, when used at the state level, gives a reliable estimate of the number of high school students who attain a high school diploma in four years. Using this method, the 1997-98 statewide graduation rate is 73.4% (35,143 graduates in 1997-98 divided by a 9th grade ADM of 47,890 in 1994-95). The rate increased 0.5 percentage points from 1996-97. The graduation rate in Oklahoma has dropped 6.0 percentage points since 1991-92 (Figure 25). This is the most accurate system that currently exists for determining high school graduation rates within the state. Oklahoma currently has no statewide student record keeping system. Therefore it is impossible to follow students migrating into, or out of, the state, or between districts during their high school career. For comparative purposes, the national-level graduation rate based on a similar methodology was 67.6%* for 1996-97. (US Department of Education, National Center for Education Statistics, 1997 Digest of Education Statistics – Table 100 and 1996 Digest of Education Statistics – Table 41, * based on estimated graduates.)

Figure 25

Oklahoma High School Graduation Rates
Graduates as a Percent of Freshmen 4 Years Earlier



Data Source: State Department of Education

Note: Oklahoma does not have a statewide student record keeping system and, therefore, lacks the ability to follow student migration, which is critical to the accurate determination of a graduation rate.

A more complete accounting of the state's graduation picture is given in the table below. In 1997-98, Oklahoma's 12th grade enrollment was 37,468 and from that group 35,143 students graduated (includes all public school sites statewide). The 12th grade dropout total of 1,898 includes all ages and 427 students were unaccounted for in the system. Oklahoma's event graduation rate for 1997-98 was 93.8%.

Oklahoma Rates

Category	1996-97		1997-98	
	Number of Students	Rate	Number of Students	Rate
12th Grade (Total)	36,113		37,468	
Graduates (Event Rate)	33,536	92.9%	35,143	93.8%
Dropouts (12th grade)	1,904	5.2%	1,898	5.1%
Remainder of Students	673	1.9%	427	1.1%

Data Source: State Department of Education.

American College Testing Program (ACT)

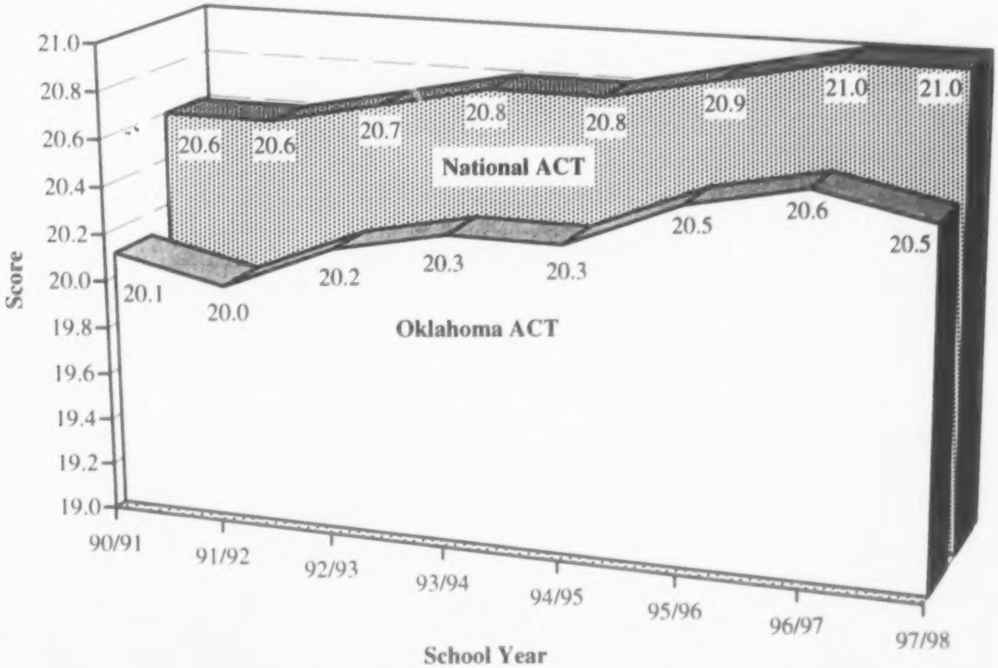
The ACT is a college-entrance exam taken by high school students who plan to apply for acceptance to an institution of higher education. It is the test most often used for admission to Oklahoma public colleges and universities. The scores are used as one measure of a student's level of academic knowledge. At the Oklahoma public high schools included in this series of reports, 21,986 members of the Graduating Class of 1998 took the ACT or 64.0% of graduates from those schools. The composite score on the ACT for this group during the 1997-98 school year was 20.7, a drop of one-tenth of a standard score over the 1996-97 score of 20.8. The official Oklahoma score released by the ACT Corporation, which includes public and private schools as well as alternative education centers, was 20.5, a drop of one-tenth of a standard score over the 1996-97 results (Figure 26). The national composite score of 21.0 in 1997-98 did not change from the previous year. The gap between the Oklahoma statewide ACT score and the national ACT score (five-tenths of a standard score) is the same as in 1990-91. One explanation for the gap between the Oklahoma ACT score and the national score is that Oklahoma tests a much larger percentage of graduates than does the nation as a whole. Nationally, only 37% of high school graduates were tested during the 1997-98 school year, compared to 69% in Oklahoma. The larger the percentage of graduates tested, the greater the likelihood that students with lower academic abilities are being included in the test group. Based on state comparisons released by ACT corporation, the percentage of students tested in Oklahoma has increased three percentage points during the last five years (66% tested in 1994) and the average score has increased two-tenths of a standard score during that period as well. This increase in the average score is significant, because one would expect a slight decrease in the average score as a result of the increase in the percentage of students being tested.

An analysis of the 24 states that tested 60% or more of their 1998 high school graduates shows that Oklahoma out-performed eight of those states. Of the seven states that tested a larger percentage of high school graduates than Oklahoma (70% or more), Oklahoma significantly outperformed three of these states. However, Oklahoma also lagged considerably behind the other four of these seven states. A table comparing Oklahoma's performance on the ACT in relation to all of the other states in the nation can be found in Appendix F.

The average ACT score by high school varied greatly across Oklahoma (Figure 29). The highest average ACT for a high school covered in this report series was 23.6, with 81% of the graduates taking the ACT at that school. The lowest average ACT for an Oklahoma high school was 14.7, with only 35% of graduates being tested at that school.

Figure 26

Oklahoma ACT Scores Versus National ACT Scores



Data Source: ACT Corporation

Scholastic Aptitude Test (SAT)

The SAT is another well-recognized college entrance test, however, it is not widely taken in Oklahoma. In 1997-98, Oklahoma's performance on the verbal and math components of the SAT was 568 and 564, respectively. National scores in these same areas were 505 and 512, respectively. While Oklahoma's scores were well above the national average, this performance must be placed in proper perspective. According to the College Board, the company responsible for the SAT, only 8% of Oklahoma's high school graduates took the SAT in 1998. Nationally, the SAT was taken by 43% of high school graduates during that same year. Most of the students who take the test in Oklahoma do so to compete for prestigious national-level scholarships or to attend out-of-state colleges. Only seven states tested a smaller percentage of their graduates than Oklahoma (Appendix G).

Advanced Placement (AP)

As explained in The "District Educational Process" section of this report, the AP program allows high school students the opportunity to study advanced curriculum and possibly earn college credit for their studies. All of the following statistics relate to the Oklahoma public high schools covered in the "Profiles 1998" reports, unless otherwise specified.

The 1997-98 school year saw a 39% increase in the number of high schools across the state participating in the national AP exam:124 high schools compared to 89 in 1996-97. A student's mastery of the subjects studied is measured by a nationally standardized Advanced Placement (AP) test. Statewide, there were 1,988 public school seniors who had participated in the AP testing program sometime during their high school career. This represents 5.3% of the graduating class of 1998. One of Oklahoma's high schools had 36% of its 1998 Graduating Class take at least one AP test during their high school career.

The AP program offers tests in 31 different subject areas. Many students choose to take more than one AP course, and therefore may take more than one AP test. In 1997-98, there were 1,988 seniors who had taken 4,318 AP tests during their high school career. AP tests are scored on a scale of one to five. Most colleges and universities in the United States will award college credit to students who score three or above on the AP test. Of the 4,318 tests administered to the Graduating Class of 1998, there were 2,679 (62.0%) that received a score of three or above.

Appendix C displays statistics related to AP participation for public and private schools by state. The table shows that only 25% of schools (public and private) in Oklahoma participated in the AP program compared to 54% of schools nationally.

Additional High School Performance Measures

Based on the Office of Accountability's 1998 School Questionnaire, 64.5% of Oklahoma's 1998 high school graduates were reported to have completed the college-bound curriculum required for admission to the state's public institutions of higher education (Figure 27). The survey also revealed that seniors at the public high schools had an average GPA of 3.0 (Figure 28), and that roughly 6% of high school graduates planned to attend out-of-state colleges.

Information provided by the Oklahoma Department of Vocational and Technical Education showed that 41.9% of students enroll in an occupationally-specific Vo-Tech program sometime during their high school career (44,970 Vo-Tech enrollers divided by 107,226 members of the seniors class (3-year average)). Of those who enrolled in a Vo-Tech occupationally-specific program, 81.8%, or 36,801, completed one or more of the competencies required for the program. The Vo-Tech information is based on those seniors who attended one of the high school sites covered in this report series. Vo-Tech enrollments at Oklahoma high schools ranged from a low of 2% of students participating in an occupationally-specific program at one school to a high of 100% at 13 other high schools across the state. Program completion rates ranged from a low of 36% at one school to eight schools with 100% of the Vo-Tech enrollers completing competencies within a program. The Vo-Tech performance measures are based on the graduating classes of 1995 through 1997 and track those groups for a four-year period 1993-94 through 1996-97.

Collegiate Performance Measures

A college student's ability to perform academically is greatly influenced by the quality of the academic preparation he or she has received during their time in the primary and secondary education system. Therefore, the overall post-secondary performance of high school graduates can reveal much about the quality of common education (K-12). The shorter the time period that transpires between high school graduation and college enrollment, the higher the correlation between K-12 academic preparation and collegiate performance. For this reason, the majority of collegiate performance measures listed below are based on students who move directly from an Oklahoma public high school to an Oklahoma public college or university.

The databases required to follow individual students from high school to college do not exist in Oklahoma. Therefore, students were grouped by age to approximate movement directly from high school to college. The groups consisted of Oklahoma public high school graduates who were first-time entering freshman at an Oklahoma higher education institution during a given fall semester. The students needed to be age 17, 18, or 19 at that time and could be either full or part-time college students. This group was then assumed to represent the high school graduating class from the months of May/June in that same year.

The following data relate to the performance of Oklahoma high school graduates once in higher education and were provided by the Oklahoma State Regents for Higher Education. Based on a three-year average, 50.0% of the state's public high school graduates went directly to a public college in Oklahoma (Figure 30). One high school in the state had only 11% of its graduates go on to an Oklahoma public college, whereas many others had all of their graduates go on to college. Once in college, 37.2% of Oklahoma public high school graduates took at least one remedial course during their freshmen year in an Oklahoma public institution of higher education (Figure 31). Many Oklahoma high schools had none of their graduates taking remedial courses and one had 85% of its college-enrolled graduates taking at least one remedial course. Seventyone-point-one percent (71.1%) of freshman had a grade point average (GPA) of 2.0 or above during the first semester of their freshman year in an Oklahoma college (Figure 32). Individual Oklahoma high school sites ranged from a low of only 16.7% college-enrolled graduates being able to attain a 2.0 or above, to many cases where all of the college-enrolled graduates were able to achieve a GPA of 2.0 or above. The Oklahoma college completion rate for college students who graduated from an Oklahoma public high school was 33.2% (Figure 33). Several high schools had none of their college-enrolled graduates who completed a degree program within 150% of ordinary completion time. One Oklahoma public high school, however, had 90.9% of its college bound graduates completing college degrees. The college completion rate was calculated on a group of students consisting of those who enrolled in the fall semester after their graduation from high school and who were degree-seeking at that time. Members of this group were then given three years to complete an associate degree and six years to complete a bachelors degree. The rate is based on a three-year average, which means that some of the students involved in the study may have graduated from an Oklahoma high school as much as nine years earlier. Because so much time is required to collect these post-secondary performance measures, some high schools may have closed during this period. Therefore, the rates posted in the "Profiles 1998" reports include only high schools that were still in operation during the 1997-98 school year.

Summary of H.S. Performance Measures	State Average
High School Dropout Rate (Single Year)	5.5%
High School Graduation Rate	73.4%
Average GPA of High School Seniors (Class of 1998)	3.0
Advanced Placement (AP) Participation Rate (Class of 1998)	5.3%
AP Test Scoring College Credit (Class of 1998)	62.0%
Vo-Tech Program Participation Rate (3-Year Average)	41.9%
Vo-Tech Program (Competency) Completion Rate (3-Year Average)	81.8%
ACT Participation Rate (Class of 1998)	64.0%
Average ACT Score (Class of 1998 – Public & Private)	20.5
HS Grads Completing Coll. Bound Curriculum (15 Units)	64.5%
HS Grads Going to Out-of-State Colleges	6.0%
OK College-Going Rate (3-Year Average)*	50.0%
OK College Remediation Rate (2-Year Average)*	37.2%
OK College Freshman GPA 2.0 or Above (3-Year Average)*	71.1%
OK College Completion Rate (3-Year Average)*	33.2%

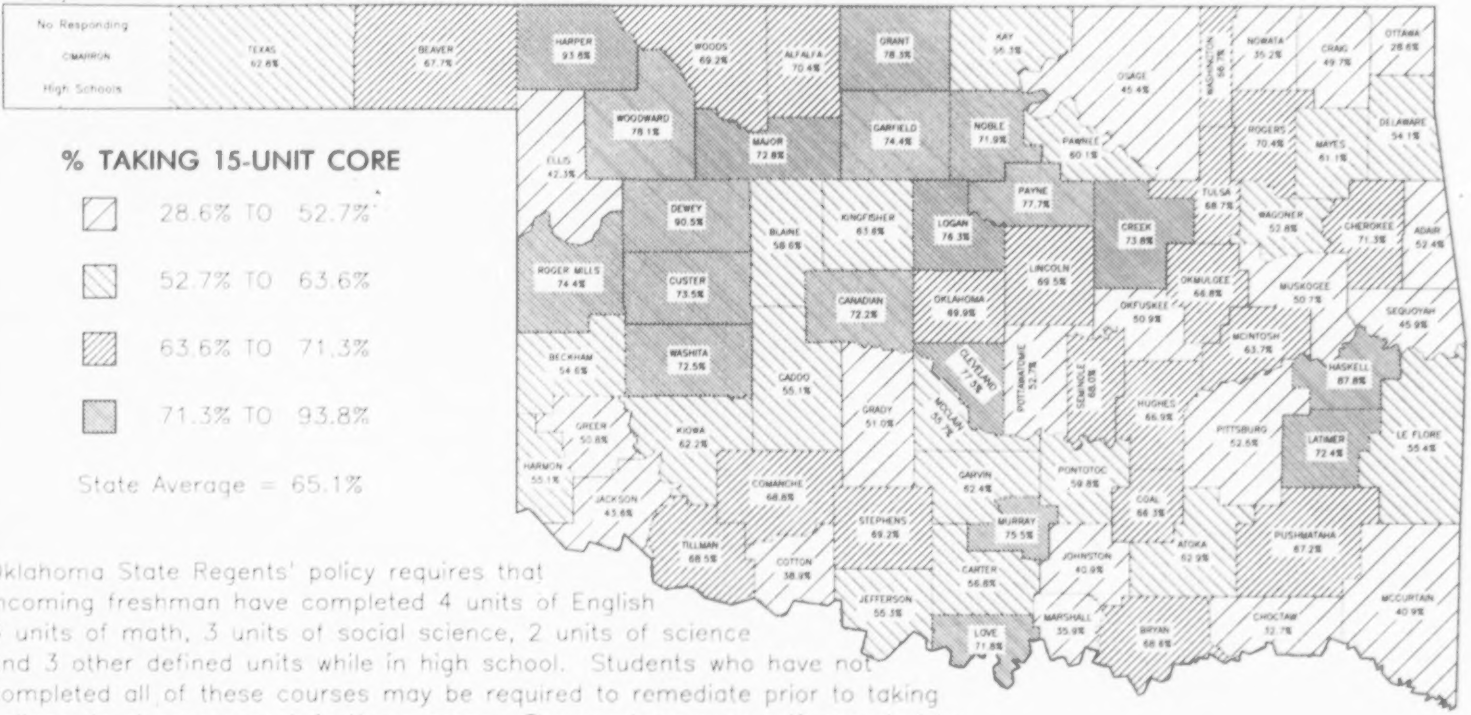
* Includes only college students who graduated from Oklahoma public high schools open during the 1997-98 school year.

Data Sources: State Department of Education, State Department of Vocational and Technical Education, Office of Accountability, ACT Corporation, and Oklahoma State Regents for Higher Education.

Figure 27

PERCENT OF HIGH SCHOOL GRADUATES COMPLETING COURSES REQUIRED FOR ADMISSION TO COLLEGE

1997-98 Graduates having taken State Regents' 15-Unit Core Curriculum


No Responding
CIMARRON
High Schools
TEXAS 62.8%
BEAVER 67.7%
HARPER 93.8%
WOODS 69.2%
ALFALFA 70.4%
GRANT 78.3%
KAY 56.3%
OSAGE 45.4%
WASHINGTON 56.7%
NOWATA 35.2%
CRAIG 49.7%
OTTAWA 28.6%
WOODWARD 78.1%
ELLIS 42.3%
MAJOR 72.8%
GARFIELD 74.4%
NOBLE 71.9%
PAWNEE 60.1%
ROGERS 70.4%
MAYES 61.1%
DELAWARE 54.1%
DEWEY 90.5%
BLAINE 58.6%
KINGFISHER 63.6%
LOGAN 76.3%
PAYNE 77.7%
CREEK 73.8%
TULSA 68.7%
WAGONER 52.8%
CHEROKEE 71.3%
ADAIR 52.4%
ROGER MILLS 74.4%
CUSTER 73.5%
CANADIAN 72.2%
OKLAHOMA 69.9%
LINCOLN 69.5%
OKMULGEE 66.8%
OKFUSKEE 50.9%
MUSKOGEE 50.7%
SEQUOYAH 45.9%
BECKHAM 54.6%
WASHITA 72.5%
CADDO 55.1%
GRADY 51.0%
CLEVELAND 77.5%
MCCLAIN 55.7%
POTTAWATOMIE 52.7%
SEMINOLE 68.0%
MCINTOSH 63.7%
HUGHES 66.9%
HASKELL 87.8%
PITTSBURG 52.6%
LATIMER 72.4%
LE FLORE 55.4%
GREER 50.8%
KIOWA 62.2%
HARMON 55.1%
JACKSON 43.6%
COMANCHE 68.8%
GARVIN 62.4%
PONTOTOC 59.8%
COAL 66.3%
STEPHENS 69.2%
MURRAY 75.5%
TILLMAN 68.5%
COTTON 38.9%
CARTER 56.8%
JOHNSTON 40.9%
ATOKA 62.9%
PUSHMATAHA 67.2%
JEFFERSON 55.3%
LOVE 71.8%
MARSHALL 35.9%
BRYAN 68.6%
CHOCTAW 32.7%
MCCURTAIN 40.9%
Miles
0 20 40 60 80 100

% TAKING 15-UNIT CORE

▨	28.6% TO 52.7%
▧	52.7% TO 63.6%
▨	63.6% TO 71.3%
▩	71.3% TO 93.8%

State Average = 65.1%

Oklahoma State Regents' policy requires that incoming freshman have completed 4 units of English 3 units of math, 3 units of social science, 2 units of science and 3 other defined units while in high school. Students who have not completed all of these courses may be required to remediate prior to taking college-level course work in those areas. The numbers were self-reported by high school principals and the rates are based on only those high schools that responded to the survey

Prepared by: Office of Accountability
Data Source: Office of Accountability

Date: 4-1-99

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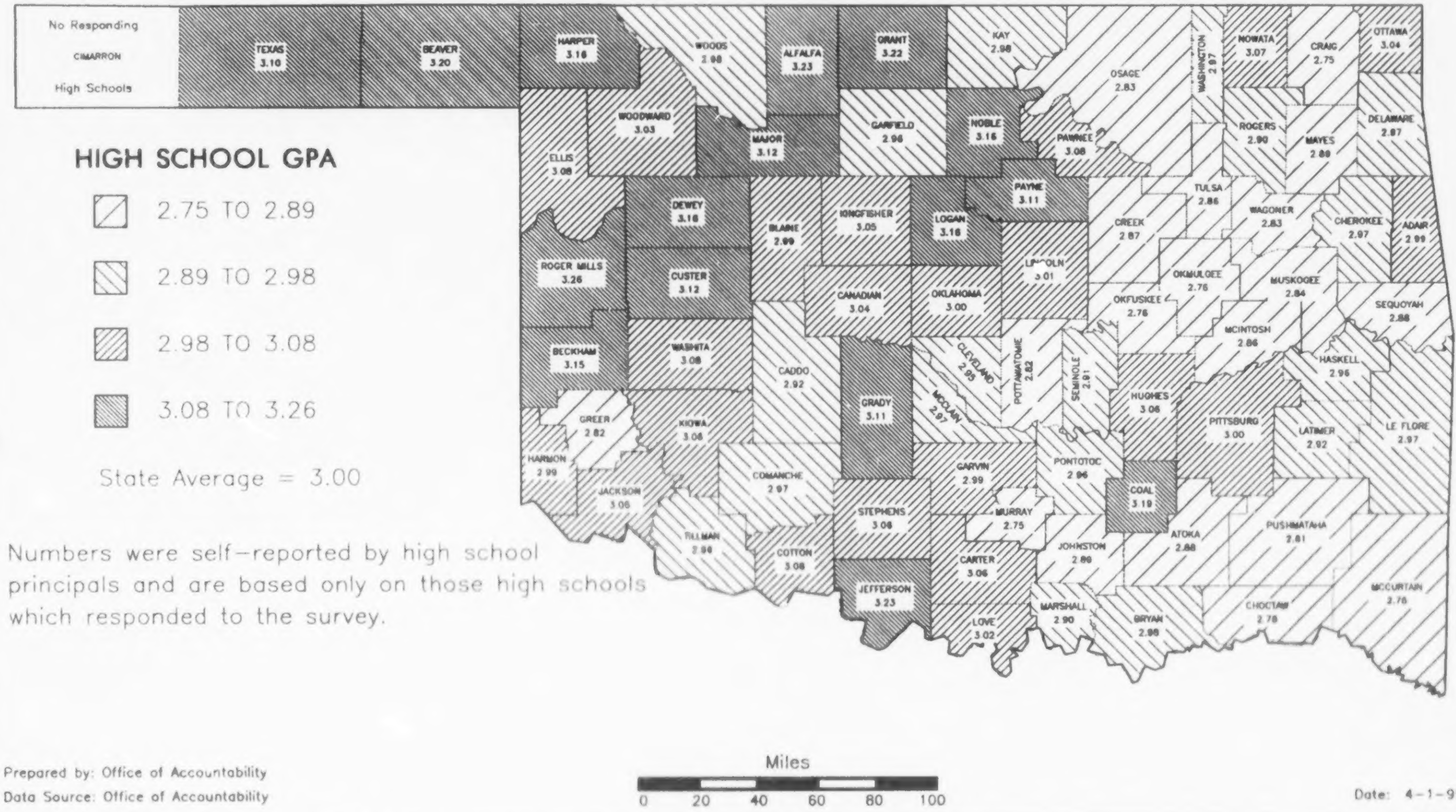
Figure 28

HIGH SCHOOL GRADE POINT AVERAGE

1998 HIGH SCHOOL SENIORS


No Responding
CIMARRON
High Schools
TEXAS 3.10
BEAVER 3.20
HARPER 3.16
WOODS 2.98
ALFALFA 3.23
GRANT 3.22
KAY 2.98
OSAGE 2.83
WASHINGTON 2.97
NOWATA 3.07
CRAIG 2.75
OTTAWA 3.04
ELLIS 3.08
WOODWARD 3.03
MAJOR 3.12
GARFIELD 2.96
NOBLE 3.16
PAWNEE 3.08
ROGERS 2.90
MAYES 2.89
DELAWARE 2.97
HIGH SCHOOL GPA
2.75 TO 2.89
2.89 TO 2.98
2.98 TO 3.08
3.08 TO 3.26
DEWEY 3.16
BLAINE 2.99
KINGFISHER 3.05
LOGAN 3.16
PAYNE 3.11
TULSA 2.86
CREEK 2.87
WAGONER 2.83
CHEROKEE 2.97
ADAIR 2.99
ROGER MILLS 3.26
CUSTER 3.12
CANADIAN 3.04
OKLAHOMA 3.00
LINCOLN 3.01
OKMULGEE 2.76
MUSKOGEE 2.84
OKFUSKEE 2.76
SEQUOYAH 2.88
MCINTOSH 2.86
BECKHAM 3.15
WASHITA 3.08
CADDO 2.92
CLEVELAND 2.95
POTTAWATOMIE 2.82
SEMINOLE 2.91
MCCLAIN 2.97
HASKELL 2.96
GRADY 3.11
HUGHES 3.06
PITTSBURG 3.00
LATIMER 2.92
LE FLORE 2.97
GREER 2.82
KIOWA 3.06
HARMON 2.99
GARVIN 2.99
PONTOTOC 2.96
COMANCHE 2.97
JACKSON 3.06
COAL 3.19
STEPHENS 3.06
MURRAY 2.75
ATOKA 2.88
PUSHMATAHA 2.81
TILLMAN 2.88
COTTON 3.08
JOHNSTON 2.89
CARTER 3.06
JEFFERSON 3.23
MARSHALL 2.90
BRYAN 2.88
CHOCTAW 2.78
MCCURTAIN 2.76
LOVE 3.02
Miles
0 20 40 60 80 100

State Average = 3.00

Numbers were self-reported by high school principals and are based only on those high schools which responded to the survey.

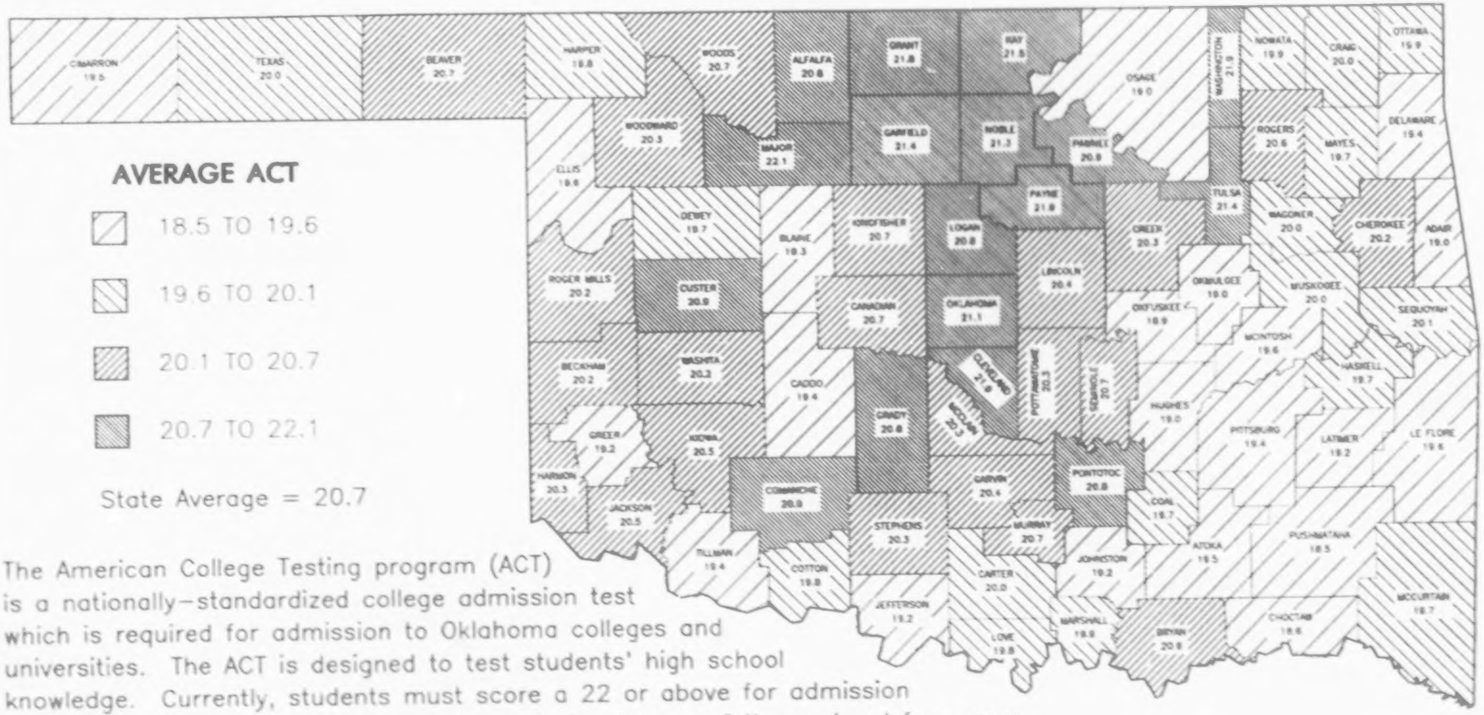
Prepared by: Office of Accountability
Data Source: Office of Accountability

Date: 4-1-99

Figure 29

AVERAGE ACT SCORE
PUBLIC HIGH SCHOOLS - CLASS OF 1998

Weighted Average


CIMARRON 19.5
TEXAS 20.0
BEAVER 20.7
HARPER 19.8
WOODS 20.7
ALFALFA 20.8
GRANT 21.8
KAY 21.5
OSAGE 19.0
WASHINGTON 21.9
NOWATA 19.9
CRAIG 20.0
OTTAWA 19.9
WOODWARD 20.3
MAJOR 22.1
GARFIELD 21.4
NOBLE 21.3
PAWNEE 20.9
ROGERS 20.6
MAYES 19.7
DELAWARE 19.4
ELLIS 19.6
DEWEY 19.7
BLAINE 19.3
KINGFISHER 20.7
LOGAN 20.8
PAYNE 21.9
CREEK 20.3
TULSA 21.4
WAGONER 20.0
CHEROKEE 20.2
ADAIR 19.0
ROGER MILLS 20.2
CUSTER 20.9
CANADIAN 20.7
OKLAHOMA 21.1
LINCOLN 20.4
OKFUSKEE 18.9
OKMULGEE 19.0
MUSKOGEE 20.0
SEQUOYAH 20.1
MCINTOSH 19.6
BECKHAM 20.2
WASHITA 20.2
CADDO 19.4
CLEVELAND 21.9
POTTAWATOMIE 20.3
SEMINOLE 20.7
HASKELL 19.7
GREER 19.2
KIOWA 20.5
GRADY 20.8
MCCLAIN 20.3
HUGHES 19.0
PITTSBURG 19.4
LATIMER 19.2
LE FLORE 19.6
HARMON 20.3
JACKSON 20.5
COMANCHE 20.9
GARVIN 20.4
PONTOTOC 20.8
COAL 19.7
TILLMAN 19.4
COTTON 19.8
STEPHENS 20.3
MURRAY 20.7
CARTER 20.0
JOHNSTON 19.2
ATOKA 18.5
PUSHMATAHA 18.5
JEFFERSON 19.2
LOVE 19.8
MARSHALL 19.9
BRYAN 20.8
CHOCTAW 18.6
MCCURTAIN 18.7
AVERAGE ACT
18.5 TO 19.6
19.6 TO 20.1
20.1 TO 20.7
20.7 TO 22.1

State Average = 20.7

The American College Testing program (ACT) is a nationally-standardized college admission test which is required for admission to Oklahoma colleges and universities. The ACT is designed to test students' high school knowledge. Currently, students must score a 22 or above for admission to OU or OSU and a 19 or higher for admission to one of the regional four-year colleges. Two-year colleges only require that a student take the ACT.

Miles
0 20 40 60 80 100

Prepared by: Office of Accountability

Data Source: Oklahoma State Regents for Higher Education

Date: 4-1-99

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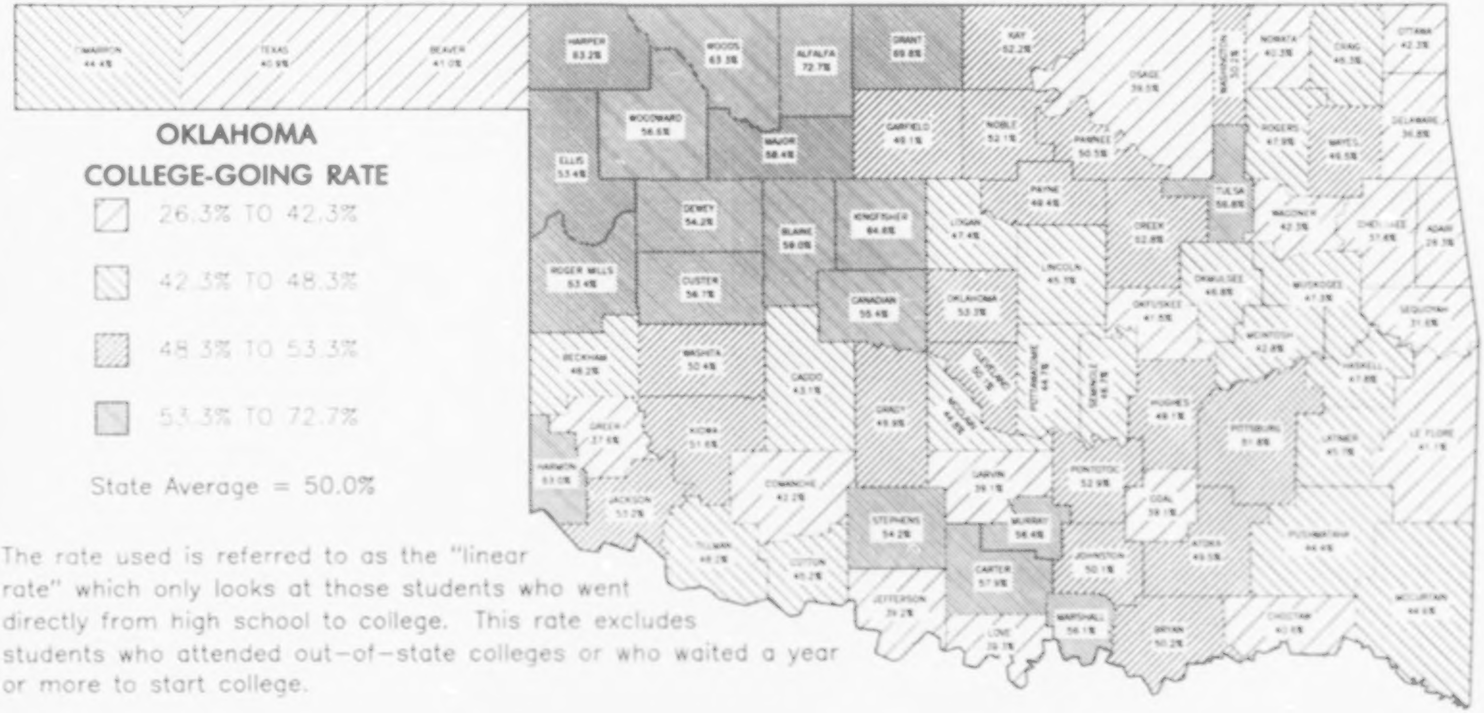
Figure 30

OKLAHOMA COLLEGE-GOING RATE

OKLAHOMA PUBLIC HIGH SCHOOL GRADUATES ATTENDING OKLAHOMA COLLEGES

Based on High School Graduates from 1995, 1996, and 1997


OKLAHOMA
COLLEGE-GOING RATE
26.3% TO 42.3%
42.3% TO 48.3%
48.3% TO 53.3%
53.3% TO 72.7%
State Average = 50.0%
CIMARRON 44.4%
TEXAS 40.9%
BEAVER 41.0%
HARPER 63.2%
WOODS 63.3%
ALFALFA 72.7%
GRANT 69.8%
KAY 52.2%
OSAGE 39.5%
WASHINGTON 50.2%
NOWATA 40.3%
CRAIG 46.3%
OTTAWA 42.3%
WOODWARD 56.6%
MAJOR 58.4%
GARFIELD 49.1%
NOBLE 52.1%
PAWNEE 50.5%
ROGERS 47.9%
MAYES 46.5%
DELAWARE 36.8%
ELLIS 53.4%
DEWEY 54.2%
BLAINE 59.0%
KINGFISHER 64.6%
LOGAN 47.4%
PAYNE 48.4%
TULSA 56.6%
CREEK 52.8%
WAGONER 42.3%
CHEROKEE 37.4%
ADAIR 29.3%
ROGER MILLS 63.4%
CUSTER 56.7%
CANADIAN 55.4%
OKLAHOMA 53.3%
LINCOLN 45.1%
OKMULGEE 46.8%
MUSKOGEE 47.3%
OKFUSKEE 41.5%
SEQUOYAH 31.6%
MCINTOSH 42.8%
BECKHAM 48.2%
WASHITA 50.4%
CADDO 43.1%
CLEVELAND 50.7%
POTTAWATOMIE 44.1%
SEMINOLE 51.8%
HASKELL 47.8%
GRADY 49.9%
MCCLAIN 44.8%
HUGHES 48.1%
GREER 37.6%
KIOWA 51.6%
PITTSBURG 51.6%
LATIMER 45.7%
LE FLORE 41.1%
HARMON 63.0%
JACKSON 51.2%
COMANCHE 42.2%
GARVIN 39.1%
PONTOTOC 52.9%
COAL 39.1%
STEPHENS 54.2%
MURRAY 56.4%
TILLMAN 48.2%
COTTON 45.2%
PUSHMATAHA 44.4%
JOHNSTON 50.1%
ATOKA 49.5%
CARTER 57.9%
JEFFERSON 39.2%
MARSHALL 56.1%
LOVE 39.7%
BRYAN 50.2%
CHOCTAW 42.6%
MCCURTAIN 44.6%
Miles
0
20
40
60
80
100

The rate used is referred to as the "linear rate" which only looks at those students who went directly from high school to college. This rate excludes students who attended out-of-state colleges or who waited a year or more to start college.

Prepared by: Office of Accountability
Data Source: Oklahoma State Regents for Higher Education

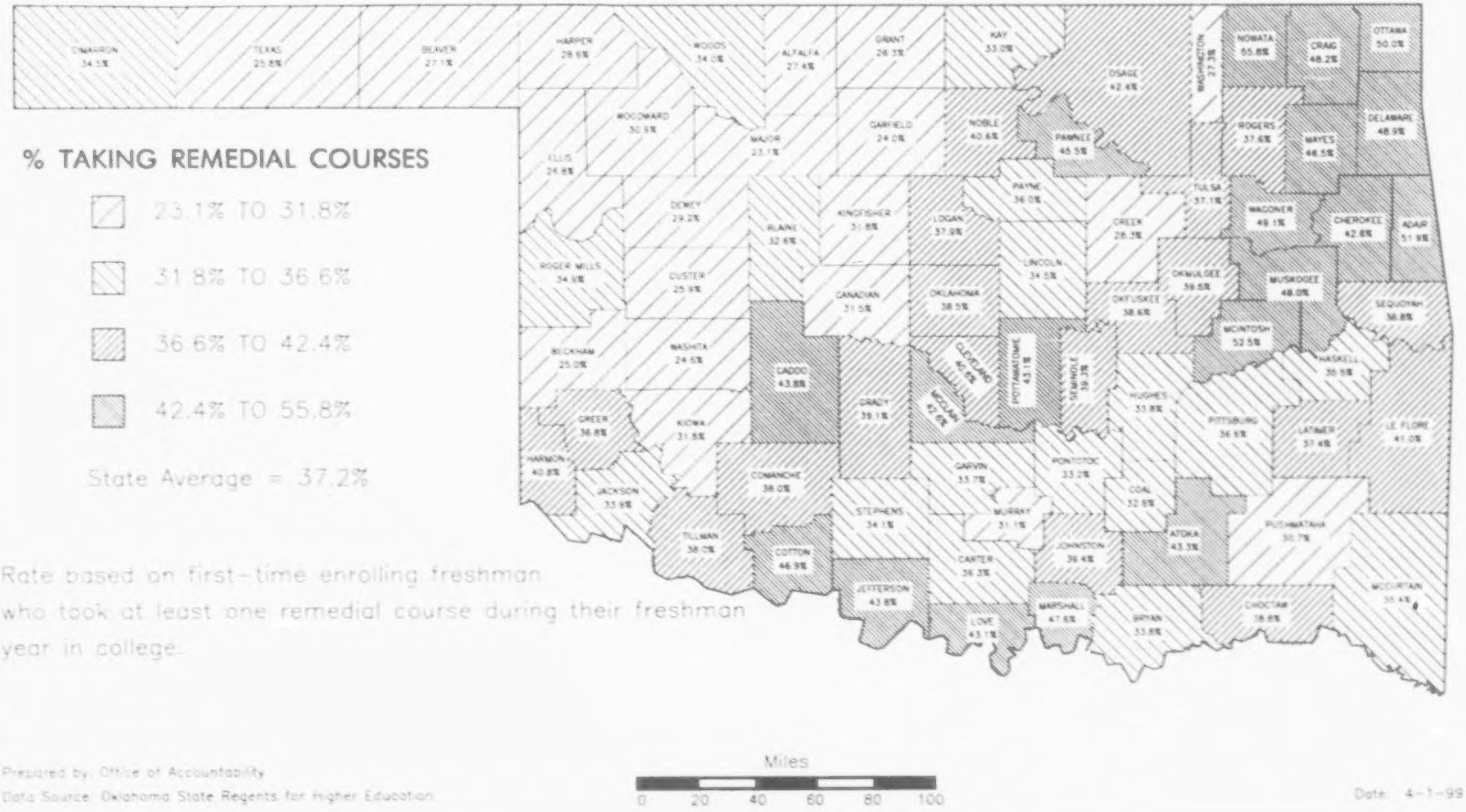
Date: 4-1-99

Figure 31

PERCENT OF OKLAHOMA PUBLIC COLLEGE FRESHMEN TAKING REMEDIAL COURSES

STUDENTS GROUPED BY COUNTY IN WHICH THEY ATTENDED PUBLIC HIGH SCHOOL

Based on Public High School Graduates from 1996 & 1997


% TAKING REMEDIAL COURSES
▨ 23.1% TO 31.8%
▨ 31.8% TO 36.6%
▨ 36.6% TO 42.4%
▨ 42.4% TO 55.8%
State Average = 37.2%
CIMARRON 34.5%
TEXAS 25.8%
BEAVER 27.1%
HARPER 28.6%
WOODS 34.0%
ALFALFA 27.4%
GRANT 26.3%
KAY 33.0%
OSAGE 42.4%
WASHINGTON 27.3%
NOWATA 55.8%
CRAIG 48.2%
OTTAWA 50.0%
WOODWARD 30.9%
MAJOR 23.1%
GARFIELD 24.0%
NOBLE 40.6%
PAWNEE 45.5%
ROGERS 37.6%
MAYES 46.5%
DELAWARE 48.9%
ELLIS 26.8%
DEWEY 29.2%
BLAINE 32.6%
KINGFISHER 31.8%
LOGAN 37.9%
PAYNE 36.0%
CREEK 28.3%
TULSA 37.1%
WAGONER 49.1%
CHEROKEE 42.8%
ADAIR 51.9%
ROGER MILLS 34.9%
CUSTER 25.9%
CANADIAN 31.5%
OKLAHOMA 38.5%
LINCOLN 34.5%
OKMULGEE 39.8%
OKFUSKEE 38.6%
MUSKOGEE 48.0%
MCINTOSH 52.5%
SEQUOYAH 38.8%
BECKHAM 25.0%
WASHITA 24.6%
CADDO 43.8%
GRADY 39.1%
CLEVELAND 40.0%
MCCLAIN 42.6%
POTTAWATOMIE 43.1%
SEMINOLE 39.3%
HUGHES 33.8%
PITTSBURG 36.6%
HASKELL 35.5%
LATIMER 37.4%
LE FLORE 41.0%
GREER 36.8%
KIOWA 31.8%
HARMON 40.8%
JACKSON 33.9%
COMANCHE 38.0%
GARVIN 33.7%
PONTOTOC 33.2%
COAL 32.6%
STEPHENS 34.1%
MURRAY 31.1%
TILLMAN 38.0%
COTTON 46.9%
CARTER 36.2%
JOHNSTON 39.4%
ATOKA 43.3%
PUSHMATAHA 30.7%
JEFFERSON 43.8%
LOVE 43.1%
MARSHALL 47.6%
BRYAN 33.8%
CHOCTAW 38.8%
MCCURTAIN 35.4%
Miles
0 20 40 60 80 100

Rate based on first-time enrolling freshman who took at least one remedial course during their freshman year in college.

Prepared by: Office of Accountability
Data Source: Oklahoma State Regents for Higher Education

Date: 4-1-99

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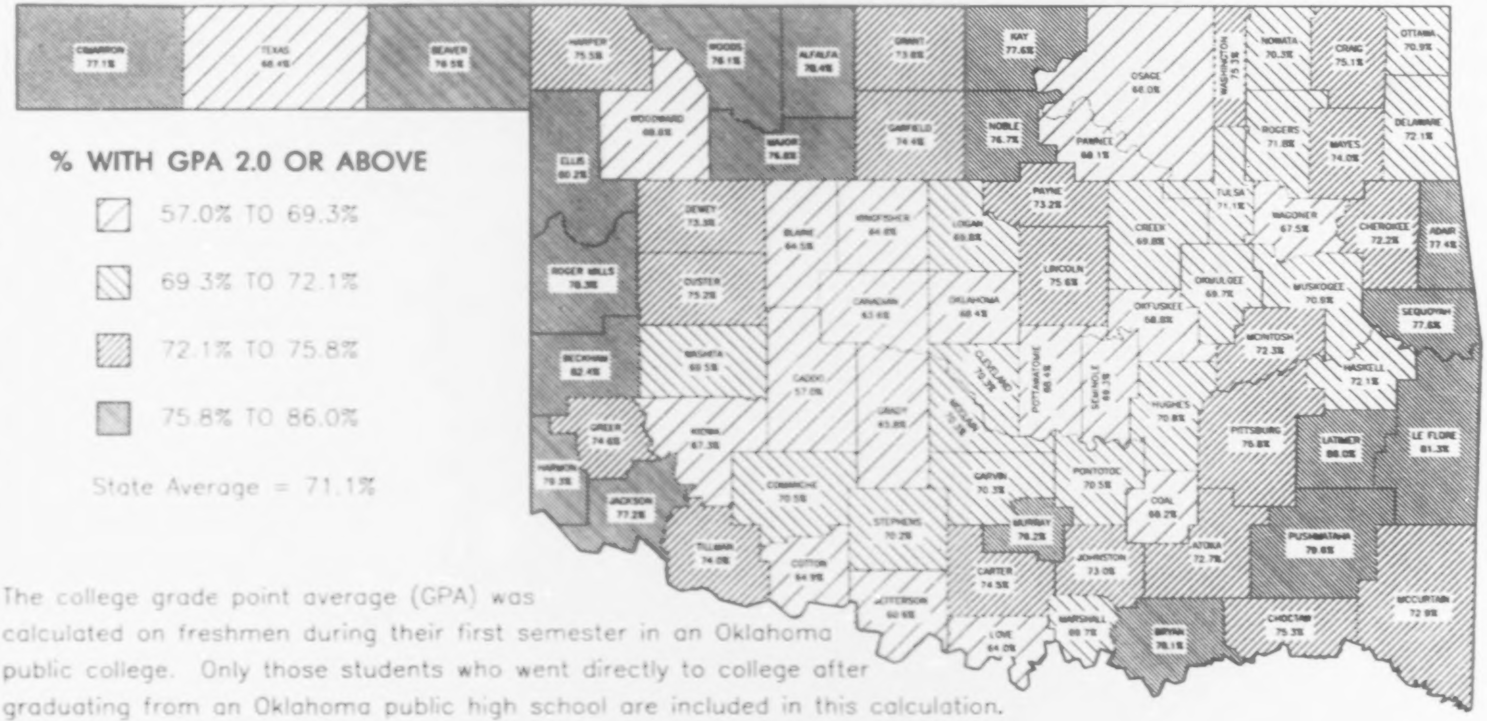
Figure 32

PERCENT OF OKLAHOMA PUBLIC COLLEGE FRESHMEN WITH GPA OF 2.0 OR HIGHER

STUDENTS GROUPED BY COUNTY IN WHICH THEY ATTENDED PUBLIC HIGH SCHOOL

Based on Public High School Graduates from 1995, 1996, and 1997


CIMARRON 77.1%
TEXAS 68.4%
BEAVER 76.5%
HARPER 75.5%
WOODS 76.1%
ALFALFA 78.4%
GRANT 73.6%
KAY 77.6%
OSAGE 66.0%
WASHINGTON 75.3%
NOWATA 70.3%
CRAIG 75.1%
OTTAWA 70.9%
WOODWARD 68.0%
MAJOR 76.8%
GARFIELD 74.4%
NOBLE 76.7%
PAWNEE 68.1%
ROGERS 71.8%
MAYES 74.0%
DELAWARE 72.1%
ELLIS 80.2%
DEWEY 73.5%
BLAINE 64.5%
KINGFISHER 64.0%
LOGAN 69.8%
PAYNE 73.2%
TULSA 71.1%
WAGONER 67.5%
CHEROKEE 72.2%
ADAIR 77.4%
CREEK 69.8%
LINCOLN 75.6%
ROGER MILLS 78.3%
CUSTER 75.2%
CANADIAN 63.6%
OKLAHOMA 68.4%
OKMULGEE 69.7%
MUSKOGEE 70.9%
OKFUSKEE 68.8%
SEQUOYAH 77.6%
MCINTOSH 72.3%
BECKHAM 82.4%
WASHITA 69.5%
CADDO 57.0%
CLEVELAND 70.3%
POTTAWATOMIE 68.4%
SEMINOLE 69.3%
GRADY 65.8%
MCCLAIN 70.3%
HASKELL 72.1%
HUGHES 70.8%
GREER 74.6%
KIOWA 67.3%
PITTSBURG 75.8%
LATIMER 86.0%
LE FLORE 81.3%
HARMON 79.3%
JACKSON 77.2%
COMANCHE 70.5%
GARVIN 70.3%
PONTOTOC 70.5%
COAL 68.2%
STEPHENS 70.2%
MURRAY 78.2%
TILLMAN 74.0%
COTTON 64.9%
JOHNSTON 73.0%
ATOKA 72.7%
PUSHMATAHA 79.6%
CARTER 74.5%
JEFFERSON 60.6%
MCCURTAIN 72.9%
MARSHALL 69.7%
LOVE 64.0%
BRYAN 78.1%
CHOCTAW 75.3%

% WITH GPA 2.0 OR ABOVE

- ▨ 57.0% TO 69.3%
- ▨ 69.3% TO 72.1%
- ▨ 72.1% TO 75.8%
- ▨ 75.8% TO 86.0%

State Average = 71.1%

The college grade point average (GPA) was calculated on freshmen during their first semester in an Oklahoma public college. Only those students who went directly to college after graduating from an Oklahoma public high school are included in this calculation.

Prepared by: Office of Accountability
Data Source: Oklahoma State Regents for Higher Education

Miles
0 20 40 60 80 100

Date: 4-1-99

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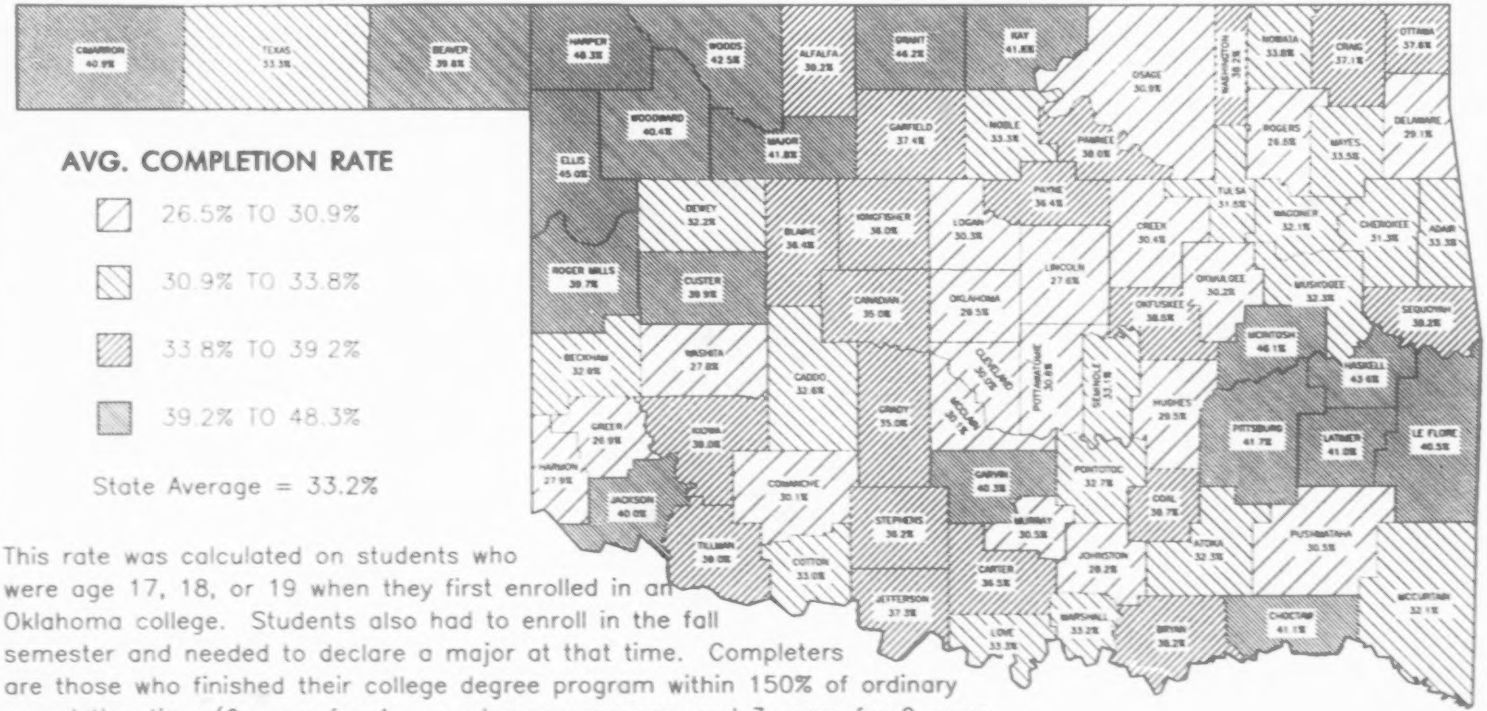
Figure 33

OKLAHOMA COLLEGE COMPLETION RATE OF PUBLIC HIGH SCHOOL GRADUATES FROM EACH COUNTY

Based on High School Graduates from 1990, 1991, and 1992


CIMARRON 40.9%
TEXAS 33.3%
BEAVER 39.8%
HARPER 48.3%
WOODS 42.5%
ALFALFA 30.2%
GRANT 46.2%
KAY 41.8%
OSAGE 30.9%
WASHINGTON 30.2%
NOWATA 33.8%
CRAIG 37.1%
OTTAWA 37.6%
WOODWARD 40.4%
MAJOR 41.8%
GARFIELD 37.4%
NOBLE 33.3%
PAWNEE 38.0%
ROGERS 26.5%
MAYES 33.5%
DELAWARE 29.1%
ELLIS 45.0%
DEWEY 32.2%
BLAINE 36.4%
KINGFISHER 38.0%
LOGAN 30.3%
PAYNE 36.4%
CREEK 30.4%
TULSA 31.5%
WAGONER 32.1%
CHEROKEE 31.3%
ADAIR 33.3%
ROGER MILLS 39.7%
CUSTER 39.9%
CANADIAN 35.0%
OKLAHOMA 29.5%
LINCOLN 27.6%
OKMULGEE 30.2%
OKFUSKEE 38.5%
MUSKOGEE 32.3%
SEQUOYAH 38.2%
BECKHAM 32.0%
WASHITA 27.8%
CADDO 32.6%
GRADY 35.0%
CLEVELAND 30.0%
MCCLAIN 30.1%
POTTAWATOMIE 30.6%
SEMINOLE 33.1%
HUGHES 29.5%
MCINTOSH 46.1%
HASKELL 43.6%
PITTSBURG 41.7%
LATIMER 41.0%
LE FLORE 40.5%
GREER 29.9%
KIOWA 38.0%
HARMON 27.9%
JACKSON 40.0%
COMANCHE 30.1%
GARVIN 40.3%
PONTOTOC 32.7%
COAL 38.7%
TILLMAN 38.0%
COTTON 33.0%
STEPHENS 38.2%
MURRAY 30.5%
CARTER 36.5%
JOHNSTON 28.2%
ATOKA 32.3%
PUSHMATAHA 30.5%
JEFFERSON 37.3%
LOVE 33.3%
MARSHALL 33.2%
BRYAN 38.2%
CHOCTAW 41.1%
MCCURTAIN 32.1%
AVG. COMPLETION RATE
26.5% TO 30.9%
30.9% TO 33.8%
33.8% TO 39.2%
39.2% TO 48.3%
State Average = 33.2%

This rate was calculated on students who were age 17, 18, or 19 when they first enrolled in an Oklahoma college. Students also had to enroll in the fall semester and needed to declare a major at that time. Completers are those who finished their college degree program within 150% of ordinary completion time (6 years for 4-year degree programs and 3 years for 2-year degree programs).

Miles
0 20 40 60 80 100

Prepared by: Office of Accountability

Data Source: Oklahoma State Regents for Higher Education

Date: 4-1-99

APPENDIX A

90

Juvenile Arrest Data by Offense Type
1997-98

Description	Counts	%
In need of supervision	3,639	Not Criminal
Home / Family Problems	0	Not Criminal
Homicide	60	0.2%
Kidnapping	8	0.0%
Sexual Assault	170	0.7%
Robbery	271	1.1%
Assault	2,441	9.6%
Arson	185	0.7%
Extortion	42	0.2%
Burglary	3,477	13.6%
Theft	4,248	16.6%
Theft of Auto	1,390	5.4%
Forgery	353	1.4%
Fraud	119	0.5%
Embezzlement	60	0.2%
Stolen Property	999	3.9%
Damage Property	1,877	7.3%
Dangerous Drugs / Narcotics	2,372	9.3%
Sex Offenses	165	0.6%
Domestic Violence	119	0.5%
Liquor Under Age	576	2.3%
Obstruction of Police	399	1.6%
Escape / Flight	207	0.8%
Obstructing the Judiciary	2,173	8.5%
Weapon Offenses	624	2.4%
Public Peace	1,690	6.6%
Traffic Offenses	651	2.5%
Invasion of Privacy	388	1.5%
Conservation	49	0.2%
Other Offenses	435	1.7%
Count Unknown	0	0.0%
Total Criminal Offenses	**25,548**	**100.0%**

Data Source: Office of Juvenile Affairs

APPENDIX B

Socioeconomic Indicators

1990 Census Data Used to Indicate the Socioeconomic Conditions within Each County

County	Percent of the Population with Less Than a High School Diploma	Percent of Families with a Single Parent	Public Assistance Dollars Received per Capita	Unemployment Rate
Adair	43.9%	17.7%	$169	8.2%
Alfalfa	22.7%	15.1%	$137	2.6%
Atoka	40.2%	21.2%	$140	10.9%
Beaver	24.7%	11.8%	$51	2.2%
Beckham	33.5%	23.7%	$147	7.4%
Blaine	28.8%	20.4%	$85	6.2%
Bryan	32.7%	21.2%	$167	8.8%
Caddo	33.8%	22.9%	$121	10.0%
Canadian	17.7%	14.0%	$39	4.6%
Carter	29.7%	23.3%	$97	7.4%
Cherokee	30.1%	25.5%	$140	8.9%
Choctaw	42.1%	31.3%	$206	10.7%
Cimarron	29.0%	14.7%	$118	2.8%
Cleveland	16.1%	17.8%	$43	5.3%
Coal	39.6%	20.1%	$226	11.1%
Comanche	18.9%	22.7%	$63	7.9%
Cotton	37.2%	15.9%	$100	10.7%
Craig	33.2%	16.5%	$82	5.9%
Creek	31.1%	16.2%	$71	6.0%
Custer	24.9%	18.4%	$64	6.4%
Delaware	33.8%	17.5%	$132	6.9%
Dewey	31.8%	12.8%	$109	5.0%
Ellis	26.2%	13.8%	$40	2.5%
Garfield	23.5%	21.0%	$79	6.0%
Garvin	36.6%	19.3%	$114	8.6%
Grady	31.0%	18.3%	$100	7.2%
Grant	22.1%	11.9%	$72	3.5%
Greer	35.3%	21.6%	$142	6.8%
Harmon	42.0%	27.2%	$188	11.8%
Harper	23.9%	13.4%	$30	2.9%
Haskell	43.6%	19.6%	$129	10.4%
Hughes	41.3%	25.0%	$142	11.1%
Jackson	25.9%	19.9%	$110	7.4%
Jefferson	41.3%	16.7%	$134	7.0%
Johnston	39.0%	20.7%	$183	10.4%
Kay	23.2%	17.2%	$71	5.1%
Kingfisher	23.8%	13.4%	$73	4.1%
Kiowa	35.0%	26.8%	$209	7.3%
Latimer	36.9%	21.8%	$194	10.9%
Le Flore	38.8%	18.4%	$163	8.2%

Continued Next Page

Socioeconomic Indicators

1990 Census Data Used to Indicate the Socioeconomic Conditions within Each County Continued

County	Percent of the Population with Less Than a High School Diploma	Percent of Families with a Single Parent	Public Assistance Dollars Received per Capita	Unemployment Rate
Lincoln	31.2%	14.5%	$99	8.1%
Logan	28.0%	19.1%	$92	7.0%
Love	33.5%	16.1%	$111	6.0%
McClain	27.8%	10.6%	$61	5.0%
McCurtain	40.8%	25.2%	$222	10.4%
McIntosh	38.5%	23.6%	$158	10.0%
Major	29.1%	12.6%	$133	4.6%
Marshall	39.3%	19.3%	$85	7.1%
Mayes	32.1%	15.0%	$96	7.8%
Murray	36.0%	18.8%	$128	8.8%
Muskogee	31.7%	24.5%	$143	6.8%
Noble	27.2%	16.1%	$76	4.9%
Nowata	32.6%	17.1%	$88	6.7%
Okfuskee	39.3%	23.0%	$197	10.1%
Oklahoma	20.9%	27.4%	$84	6.8%
Okmulgee	33.7%	26.5%	$131	9.0%
Osage	27.0%	19.1%	$105	6.5%
Ottawa	32.2%	21.5%	$110	8.1%
Pawnee	27.0%	15.4%	$80	6.5%
Payne	17.8%	19.2%	$43	6.0%
Pittsburg	35.7%	20.2%	$111	9.1%
Pontotoc	30.7%	21.3%	$101	8.3%
Pottawatomie	29.7%	19.5%	$122	8.4%
Pushmataha	42.2%	20.9%	$176	11.7%
Roger Mills	27.9%	12.1%	$83	2.1%
Rogers	21.9%	14.8%	$63	5.9%
Seminole	37.9%	19.5%	$178	9.3%
Sequoyah	40.4%	22.1%	$172	7.7%
Stephens	29.2%	16.2%	$93	7.6%
Texas	24.5%	14.4%	$82	4.1%
Tillman	38.3%	18.2%	$128	10.9%
Tulsa	18.3%	23.2%	$72	5.6%
Wagoner	25.3%	14.2%	$84	5.7%
Washington	20.4%	18.5%	$57	4.6%
Washita	33.4%	11.3%	$102	5.7%
Woods	23.9%	14.7%	$102	4.9%
Woodward	26.6%	16.2%	$64	4.4%
State Summary	**25.4%**	**21.3%**	**$92**	**6.7%**

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APPENDIX C

Advanced Placement (AP) Participation by State
1997-98

Line Number	State	11&12th Grade Enrollment	Total Schools	AP Schools 1998	AP Candidates 1998	AP Exams 1998	% of Schools Participating		% of 11th & 12th Graders Participating		Exams Per AP Candidate		AP Candidates Remaining In State for College	
							%	Rank 1-52	%	Rank 1-52	Rate	Rank 1-52	%	Rank 1-52
1	Alabama	97,319	517	191	6,045	8,982	37%	40	6%	34	1.49	33	67%	19
2	Alaska	16,359	273	35	1,449	2,5[illegible]	[illegible]%	51	9%	19	1.75	2	16%	51
3	Arizona	92,664	243	131	6,554	10,44[illegible]	54%	27	7%	29	1.59	19	72%	11
4	Arkansas	62,664	380	116	2,776	4,181	31%	43	4%	44	1.51	28	68%	16
5	California	716,906	1,570	1,095	104,912	175,182	70%	10	15%	5	1.67	8	84%	2
6	Colorado	87,887	370	177	9,207	13,757	48%	33	10%	14	1.49	33	63%	23
7	Connecticut	70,197	232	191	9,708	16,164	82%	2	14%	7	1.67	8	22%	49
8	Delaware	16,307	76	36	1,876	3,073	47%	34	12%	11	1.64	12	42%	42
9	District of Columbia	8,036	41	30	1,713	3,038	73%	7	21%	1	1.77	1	9%	52
10	Florida	267,875	680	391	37,034	62,955	58%	20	14%	7	1.7	4	75%	7
11	Georgia	165,603	568	332	16,416	25,365	58%	20	10%	14	1.55	22	73%	9
12	Hawaii	28,413	75	55	2,806	4,618	73%	7	10%	14	1.65	11	34%	44
13	Idaho	36,759	150	64	1,736	2,546	43%	36	5%	40	1.47	38	54%	32
14	Illinois	273,927	841	436	24,326	41,904	52%	30	9%	19	1.72	3	60%	27
15	Indiana	145,566	553	311	9,294	13,844	56%	24	6%	34	1.49	33	77%	6
16	Iowa	81,932	424	154	3,470	4,874	36%	41	4%	44	1.4	47	71%	12
17	Kansas	67,384	386	93	2,793	3,842	24%	47	4%	44	1.38	50	66%	20
18	Kentucky	92,226	335	201	6,202	9,519	60%	17	7%	29	1.53	24	66%	20
19	Louisiana	106,452	470	112	3,114	4,762	24%	47	3%	50	1.53	24	60%	27
20	Maine	30,228	188	108	2,670	3,788	57%	22	9%	19	1.42	44	34%	44
21	Maryland	108,551	328	243	16,172	25,542	74%	6	15%	5	1.58	21	47%	39
22	Massachusetts	130,288	396	326	18,054	29,224	82%	2	14%	7	1.62	13	50%	37
23	Michigan	226,319	865	468	17,783	26,940	54%	27	8%	25	1.51	28	82%	4
24	Minnesota	134,325	483	208	11,041	16,151	43%	36	8%	25	1.46	39	57%	30
25	Mississippi	63,478	338	129	2,591	3,839	38%	39	4%	44	1.48	37	73%	9
26	Missouri	129,870	630	171	4,841	7,745	27%	45	4%	44	1.6	15	53%	33
27	Montana	24,586	201	65	1,386	1,856	32%	42	6%	34	1.34	52	52%	35
28	Nebraska	46,926	335	76	1,762	2,448	23%	49	4%	44	1.39	48	51%	36
29	Nevada	35,674	97	39	2,568	4,359	40%	38	7%	29	1.7	4	45%	41

Continued

Source: "1998 AP Oklahoma and National Summary Reports" - The College Board.

Advanced Placement (AP) Participation by State
1997-98

Line Number	State	11&12th Grade Enrollment	Total Schools	AP Schools 1998	AP Candidates 1998	AP Exams 1998	% of Schools Participating		% of 11th & 12th Graders Participating		Exams Per AP Candidate		AP Candidates Remaining In State for College	
							%	Rank 1-52	%	Rank 1-52	Rate	Rank 1-52	%	Rank 1-52
30	New Hampshire	29,348	113	78	2,790	4,172	69%	13	10%	14	1.5	31	20%	50
31	New Jersey	161,026	485	406	21,430	35,780	84%	1	13%	10	1.67	8	34%	44
32	New Mexico	43,797	157	69	2,640	3,791	44%	35	6%	34	1.44	41	56%	31
33	New York	377,546	1,267	945	65,972	105,751	75%	4	17%	2	1.6	15	64%	22
34	North Carolina	141,714	542	343	17,597	28,074	63%	15	12%	11	1.6	15	83%	3
35	North Dakota	19,195	197	15	529	763	8%	52	3%	50	1.44	41	41%	43
36	Ohio	275,784	886	529	20,058	30,274	60%	17	7%	29	1.51	28	70%	14
37	Oklahoma	90,111	501	124	4,502	6,963	25%	46	5%	40	1.55	22	71%	12
38	Oregon	75,527	305	148	4,396	6,126	49%	32	6%	34	1.39	48	53%	33
39	Pennsylvania	277,937	918	556	22,603	34,682	61%	16	8%	25	1.53	24	63%	23
40	Rode Island	20,720	63	47	1,906	2,868	75%	4	9%	19	1.5	31	30%	47
41	South Carolina	81,760	320	224	10,188	16,369	70%	10	12%	11	1.61	14	74%	8
42	South Dakota	22,293	211	40	1,086	1,536	19%	50	5%	40	1.41	46	47%	39
43	Tennessee	118,133	417	211	8,445	12,932	51%	31	7%	29	1.53	24	58%	29
44	Texas	471,825	1,597	909	44,093	74,192	57%	22	9%	19	1.68	7	80%	5
45	Utah	75,490	134	96	11,845	18,796	72%	9	16%	3	1.59	19	86%	1
46	Vermont	16,633	95	66	1,489	2,123	69%	13	9%	19	1.43	43	28%	48
47	Virginia	146,772	492	342	23,214	39,449	70%	10	16%	3	1.7	4	68%	16
48	Washington	143,039	435	238	8,722	12,370	55%	25	6%	34	1.42	44	63%	23
49	West Virginia	47,677	179	99	2,212	3,224	55%	25	5%	40	1.46	39	62%	26
50	Wisconsin	142,454	584	351	11,887	17,751	60%	17	8%	25	1.49	33	70%	14
51	Wyoming	15,273	79	23	354	477	29%	44	2%	52	1.35	51	48%	38
52	**National Summary**	**6,158,775**	**22,022**	**11,843**	**618,257**	**991,952**	**54%**	**29**	**10%**	**14**	**1.6**	**15**	**68%**	**16**

Source: "1998 AP Oklahoma and National Summary Reports" - The College Board.

APPENDIX D

Breakdown of Expenditure Amounts in Eight Areas

"INSTRUCTION" = **INSTRUCTION (1000 Series)**

"STUDENT SUPPORT" = **SUPPORT SERVICES (2000 Series)**
- SUPPORT SERVICES - STUDENTS (2100)
  - Attendance and Social Work Services
  - Guidance Services
  - Health Services
  - Psychological Educational Individual Services
  - Speech Pathology and Audiology Services
  - Other Support Services

"INSTR. SUPPORT" = **SUPPORT SERVICES (2000 Series)**
- SUPPORT SERVICES - INSTRUCTIONAL STAFF (2200)
  - Improvement of Instruction Services
  - Educational Media Services
  - Other Support Services - Instr. Staff

"DISTRICT ADMIN." = **SUPPORT SERVICES (2000 Series)**
- SUPPORT SERVICES - GENERAL ADMINISTRATION(2300)
  - Board of Education Services
  - Executive Administration Services
  - Special Area Administration Services

"SCHOOL ADMIN." = **SUPPORT SERVICES (2000 Series)**
- SUPPORT SERVICES - SCHOOL ADMINISTRATION (2400)
  - Office of the Principal Services (Independent Districts)
  - Other Support Services

Continued Next Page

"DISTRICT SUPPORT" = **SUPPORT SERVICES (2000 Series)**

- SUPPORT SERVICES - BUSINESS (2500)
  - Fiscal Services
  - Internal Services
- OPERATION AND MAINTENANCE OF PLANT SERVICES (2600)
  - Supervision of Operation and Maintenance of Plant Services
  - Operation of Buildings Services
  - Care and Upkeep of Grounds Services
  - Care and Upkeep of Equipment Services
  - Vehicle Operation and Maint. Services (Not Student Trans.)
  - Security Services
  - Asbestos Abatement Services
  - Other Operation and Maintenance of Plant Services
- STUDENT TRANSPORTATION SERVICES (2700)
  - Supervision of Student Transportation Services
  - Vehicle Operation Services
  - Monitoring Services
  - Vehicle Servicing and Maintenance Services
  - Other Student Transportation Services
- SUPPORT SERVICES - CENTRAL (2800)
  - Planning, Research, Development, and Evaluation Services
  - Information Services
  - Staff Services
  - Data Processing Services
- OTHER SUPPORT SERVICES (2900)

Continued Next Page

"DEBT SERVICE" = **OTHER OUTLAYS (5000 Series)**
- DEBT SERVICE (5100)

"OTHER" = **OPERATION OF NON-INSTRUCTIONAL SERVICES (3000 Series)**
- CHILD NUTRITION PROGRAMS OPERATIONS (3100)
  - Supervision of Child Nutrition Programs Operations
  - Food Preparation and Dispensing Services
  - Food and Supplies Delivery Services
  - Other Direct and/or Related Child Nutrition Programs
  - Food Procurement Services
  - Non-Reimbursable Services
  - Nutrition Education and Staff Development
  - Other Child Nutrition Programs Operations
- OTHER ENTERPRISE SERVICES OPERATIONS (3200)
- COMMUNITY SERVICES OPERATIONS (3300)
  - Supervision of Community Services Operations
  - Other Community Services Operations

FACILITIES ACQUISITION AND CONSTR. SERV. (4000 Series)
- SUPERVISION OF FACILITIES ACQUISITION AND CONSTR. (4100)
- SITE ACQUISITION SERVICES (4200)
- SITE IMPROVEMENT SERVICES (4300)
- ARCHITECTURE AND ENGINEERING SERVICES (4400)
- EDUCATIONAL SPECIFICATION DEVELOPMENT SERVICES (4500)
- BUILDING ACQUISITION AND CONSTRUCTION SERVICES (4600)
- BUILDING IMPROVEMENT SERVICES (4700)
- OTHER FACILITIES ACQUISITION AND CONSTR. SERVICES (4900)

OTHER OUTLAYS (5000 Series)
- PRIVATE NON-PROFIT SCHOOLS (5500)

OTHER USES (7000 Series)
- SCHOLARSHIPS (7100)
- STUDENT AID (7200)
- STAFF AWARDS (7300)
- WORKER'S COMPENSATION CLAIMS (7400)
- TORT LIABILITY CLAIMS (7500)
- MEDICAL CARE CLAIMS (7600)
- FLEX BENEFITS (7700)
- LONG-TERM DISABILITY CLAIMS (7800)

REPAYMENT (8000 Series)
- RESTRICTED FUNDS (8100)
- OTHER REFUNDS (8900)

APPENDIX E

NATIONAL CENTER FOR EDUCATION STATISTICS

NAEP 1998 Reading

REPORT CARD FOR THE NATION AND THE STATES

THE NATION'S REPORT CARD naep

March, 1999

U.S. Department of Education
Office of Educational Research and Improvement

NCES 1999-500

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Table 5.1

Average grade 4 scale scores for the states for public schools only: 1992, 1994, and 1998

	Average scale score		
	1992	1994	1998
Nation	215	212	215+
States			
Alabama	207	208	211
Arizona	209	206	207
Arkansas	211	209	209
California†	202	197	202
Colorado	217	213	222**++
Connecticut	222	222	232**++
Delaware	213	206	212++
Florida	208	205	207
Georgia	212	207	210
Hawaii	203	201	200
Iowa†	225	223	223
Kansas†	—	—	222
Kentucky	213	212	218*++
Louisiana	204	197	204++
Maine	227	228	225
Maryland	211	210	215+
Massachusetts†	226	223	225
Michigan	216	—	217
Minnesota†	221	218	222
Mississippi	199	202	204*
Missouri	220	217	216
Montana†	—	222	226
Nevada	—	—	208
New Hampshire†	228	223	226
New Mexico	211	205	206
New York†	215	212	216
North Carolina	212	214	217**
Oklahoma	220	—	220
Oregon	—	—	214
Rhode Island	217	220	218
South Carolina	210	203	210++
Tennessee	212	213	212
Texas	213	212	217
Utah	220	217	215**
Virginia	221	213	218+
Washington	—	213	217+
West Virginia	216	213	216
Wisconsin†	224	224	224
Wyoming	223	221	219*
Other Jurisdictions			
District of Columbia	188	179	182**
DDESS	—	—	220
DoDDS	—	218	223++
Virgin Islands	171	—	178*

** Indicates that the average scale score in 1998 was significantly different from that in 1992 using a multiple comparison procedure based on all jurisdictions that participated both years. * Indicates that the average scale score in 1998 was significantly different from that in 1992 if only one jurisdiction is being examined. ++ Indicates that the average scale score in 1998 was significantly different from that in 1994 using a multiple comparison procedure based on all jurisdictions that participated both years. + Indicates that the average scale score in 1998 was significantly different from that in 1994 if only one jurisdiction or the nation is being examined.

— Indicates jurisdiction did not participate. † Indicates jurisdiction did not meet one or more of the guidelines for school participation. DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools. DoDDS: Department of Defense Dependents Schools (Overseas). NOTE: National results are based on the national assessment sample, not on aggregated state assessment samples. Differences between states and jurisdictions may be partially explained by other factors not included in this table. SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, and 1998 Reading Assessments.

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Table 5.2

Average grade 8 scale scores for the states for public schools only: 1998

	Average scale score 1998
Nation	261
States	
Alabama	255
Arizona	261
Arkansas	256
California†	253
Colorado	264
Connecticut	272
Delaware	256
Florida	253
Georgia	257
Hawaii	250
Kansas†	268
Kentucky	262
Louisiana	252
Maine	273
Maryland†	262
Massachusetts	269
Minnesota†	267
Mississippi	251
Missouri	263
Montana†	270
Nevada	257
New Mexico	258
New York†	266
North Carolina	264
Oklahoma	265
Oregon	266
Rhode Island	262
South Carolina	255
Tennessee	259
Texas	262
Utah	265
Virginia	266
Washington	265
West Virginia	262
Wisconsin†	266
Wyoming	262
Other Jurisdictions	
District of Columbia	236
DDESS	269
DoDDS	269
Virgin Islands	233

† Indicates jurisdiction did not meet one or more of the guidelines for school participation.
DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools.
DoDDS: Department of Defense Dependents Schools (Overseas).
NOTE: National results are based on the national assessment sample, not on aggregated state assessment samples. Differences between states and jurisdictions may be partially explained by other factors not included in this table.
SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Reading Assessment.

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APPENDIX F

Cautions on the Use of State Aggregate ACT Scores

The ACT Assessment comprises four curriculum-based achievement tests designed to assess critical reasoning and higher-order thinking skills in English, mathematics, reading and science. These tests reflect students' skills and achievement levels as products of their high school experience and serve as critical measures of their preparation for academic coursework beyond high school. ACT Assessment results are used by postsecondary institutions across the nation for admissions, academic advising, course placement and scholarship decisions.

The accompanying list of average scores should not be interpreted as providing grounds for an explicit or implicit ranking of the various states' educational systems. Students who take the ACT Assessment are self-selected and do not represent the entire student population. Further, the percentages of students taking the ACT Assessment vary a great deal from state to state, as do those students' backgrounds and characteristics. Many factors--among them, motivation and the desire to learn, parental support, the quality of teaching, socioeconomic status and extracurricular experiences--contribute to individual and group student achievement. However, a core college-preparatory program can be identified as one significant precondition to success on the ACT Assessment and in postsecondary studies. ACT defines a core college-preparatory program as four years of English and three or more years each of mathematics (starting with Algebra I), science and social studies courses.

For a state with a high percentage of ACT-tested graduates, comparing the percentages and the ACT composite quartile values of the core and noncore completers reveals not only the range of achievement within each category but also the overall difference in achievement related to academic preparation. The 50th percentile (median) is the value that separates the distribution of scores into two equal halves: half of the students have scores higher than the median and half have scores lower. The 75th percentile means that 75 percent of the students had scores at or below that value (or 25 percent had scores higher than that value). Fifty percent of all scores lie between the 25th and 75th percentiles.

In general, for states with a high percentage of ACT-tested graduates, large differences exist in overall achievement, as measured by the ACT Assessment, and in levels of academic preparation. For states with a low percentage of ACT-tested students, however, the differences in achievement between core and non-core completers are not as definitive.

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ACT Average Composite Scores by State
1998 ACT-Tested Graduates

		Total				Core Completers				Non-Core Completers				No Course Data
State	Average Composite Score	% of Graduates Tested*	Quartile Values			% of Total Tested*	Quartile Values			% of Total Tested*	Quartile Values			Percent of Total Tested*
			25th	50th	75th		25th	50th	75th		25th	50th	75th	
Alabama	20.1	64	16.7	19.6	23.2	65	18.1	21.0	24.4	33	14.9	17.2	19.8	2
Alaska	21.3	37	17.2	21.5	25.2	43	21.0	24.1	27.3	25	17.6	20.8	23.9	32
Arizona	21.4	29	17.9	21.2	24.7	70	18.8	22.0	25.3	27	16.4	19.2	22.6	3
Arkansas	20.4	68	16.9	19.9	23.6	75	17.8	20.8	24.2	20	14.9	17.2	20.3	5
California	21.2	12	17.5	21.0	24.7	65	18.5	22.0	25.5	31	15.8	18.8	22.4	4
Colorado	21.6	63	18.2	21.4	24.7	58	19.6	22.6	25.7	39	16.7	19.5	22.8	3
Connecticut	21.8	3	18.3	21.8	25.2	40	19.2	22.3	25.5	41	17.6	21.2	24.8	20
Delaware	21.3	4	17.5	20.9	24.9	67	18.8	21.9	25.5	31	16.0	18.2	22.7	2
Washington DC	17.6	10	14.5	16.4	19.5	66	14.6	16.5	19.8	28	14.3	16.0	18.8	7
Florida	20.8	39	17.2	20.4	24.0	71	18.3	21.4	24.9	24	15.1	17.6	20.7	5
Georgia	20.2	16	16.6	19.8	23.4	76	17.4	20.5	24.1	19	14.6	16.9	20.1	5
Hawaii	21.6	18	17.7	21.4	25.2	68	18.7	22.2	25.8	26	15.8	18.9	23.3	6
Idaho	21.5	63	18.1	21.1	24.5	50	19.5	22.5	25.9	47	17.0	19.6	22.9	3
Illinois	21.4	69	17.6	21.0	24.9	52	19.5	22.8	26.2	46	16.2	19.1	22.7	2
Indiana	21.4	20	17.9	21.1	24.6	60	19.2	22.4	25.8	35	16.3	19.0	22.0	5
Iowa	22.1	65	18.9	21.9	25.2	68	20.1	23.0	26.1	31	17.0	19.5	22.5	2
Kansas	21.7	74	18.2	21.4	25.0	55	20.0	23.1	26.3	43	16.7	19.4	22.5	2
Kentucky	20.2	67	16.8	19.7	23.2	43	17.8	20.7	24.2	55	16.2	19.0	22.4	2
Louisiana	19.5	76	16.0	19.0	22.4	69	17.2	20.0	23.5	28	14.4	16.4	19.0	3
Maine	22.0	4	18.7	22.0	25.0	38	19.9	22.9	25.2	51	18.1	21.7	24.7	11
Maryland	20.9	10	17.0	20.6	24.4	71	17.6	21.1	24.8	24	15.7	18.8	23.0	5
Massachusetts	21.6	5	18.2	21.4	25.0	45	18.6	21.7	25.2	41	17.8	21.2	24.8	13
Michigan	21.3	68	17.8	21.0	24.5	58	19.2	22.4	25.8	40	16.5	19.2	22.3	2
Minnesota	22.2	63	18.9	21.9	25.3	71	19.7	22.6	25.8	26	17.2	19.9	23.2	3
Mississippi	18.7	81	15.3	17.9	21.4	62	16.3	19.2	23.0	36	14.2	16.1	18.5	2
Missouri	21.5	66	18.0	21.1	24.8	61	19.4	22.5	26.0	36	16.3	18.9	22.1	3

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* Totals for graduating seniors were obtained from *Projections of High School Graduates by State and Race/Ethnicity 1996-2012*, Copyright © by Western Interstate Commission for Higher Education, February, 1998.

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ACT Average Composite Scores by State
1998 ACT-Tested Graduates

State	Average Composite Score	Total				Core Completers				Non-Core Completers				No Course Data
		% of Graduates Tested*	Quartile Values 25th	Quartile Values 50th	Quartile Values 75th	% of Total Tested*	Quartile Values 25th	Quartile Values 50th	Quartile Values 75th	% of Total Tested*	Quartile Values 25th	Quartile Values 50th	Quartile Values 75th	Percent of Total Tested*
Montana	21.9	56	18.7	21.7	25.0	58	20.2	23.0	26.2	40	17.1	19.7	22.8	2
Nebraska	21.8	71	18.4	21.5	25.0	67	19.6	22.5	25.8	32	16.6	19.3	22.4	2
Nevada	21.4	43	18.0	21.1	24.5	64	19.1	22.0	25.2	33	16.4	19.3	22.5	3
New Hampshire	22.5	4	18.9	22.2	25.8	51	20.0	22.8	25.9	34	17.9	21.3	26.0	15
New Jersey	20.7	4	17.3	20.2	23.9	36	18.1	21.0	24.3	57	17.0	19.8	23.4	7
New Mexico	20.1	65	16.6	19.6	23.3	53	17.9	21.0	24.6	44	15.4	18.1	21.4	3
New York	22.0	15	18.5	22.0	25.4	64	20.2	23.3	26.4	29	16.2	18.9	22.2	7
North Carolina	19.4	12	15.7	18.6	22.4	65	16.7	19.7	23.5	31	14.4	16.7	19.7	4
North Dakota	21.4	78	18.1	21.1	24.3	64	19.7	22.4	25.4	34	16.3	18.7	21.5	3
Ohio	21.4	60	18.0	21.1	24.5	63	19.4	22.3	25.6	35	16.4	18.9	22.0	2
Oklahoma	20.5	69	17.1	20.1	23.6	53	18.5	21.6	25.0	44	15.9	18.5	21.6	4
Oregon	22.7	12	19.4	22.6	26.0	60	20.6	23.7	27.0	37	17.8	20.7	24.0	3
Pennsylvania	21.4	7	17.9	21.1	24.8	68	18.9	22.0	25.4	27	16.1	19.2	23.0	5
Rhode Island	22.2	2	18.9	22.2	25.2	45	19.5	22.4	25.4	47	18.0	22.1	25.0	8
South Carolina	19.0	14	15.4	18.3	22.0	70	16.3	19.2	22.8	26	13.9	16.0	19.0	5
South Dakota	21.4	70	18.2	21.1	24.3	65	19.2	22.0	25.1	33	16.5	19.4	22.4	2
Tennessee	19.8	77	16.2	19.2	22.9	63	17.4	20.4	24.0	35	14.7	17.2	20.4	2
Texas	20.3	32	16.9	19.9	23.4	69	18.0	20.9	24.3	28	15.1	17.4	20.4	3
Utah	21.6	68	18.2	21.3	24.8	45	19.4	22.4	25.7	53	17.5	20.3	23.8	2
Vermont	22.0	7	18.8	22.0	25.0	44	20.0	22.7	25.1	47	17.8	21.0	25.0	9
Virginia	20.7	6	17.2	20.4	23.9	66	18.1	21.2	24.6	26	15.6	18.4	22.0	7
Washington	22.6	18	19.2	22.4	25.8	57	20.3	23.3	26.5	41	18.1	21.1	24.6	2
West Virginia	20.1	60	16.9	19.6	22.8	45	18.3	20.9	24.0	53	16.1	18.6	21.7	2
Wisconsin	22.3	66	19.1	22.1	25.3	62	20.0	22.8	26.0	36	17.7	20.7	23.9	2
Wyoming	21.4	65	18.2	21.1	24.4	55	19.5	22.3	25.4	43	17.0	19.6	22.7	2
National	**21.0**	**37**	**17.5**	**20.7**	**24.3**	**61**	**18.7**	**21.9**	**25.3**	**36**	**16.0**	**18.7**	**22.1**	**3**

Totals for graduating seniors were obtained from *Projections of High School Graduates by State and Race/Ethnicity 1996-2012*, Copyright © by Western Interstate Commission for Higher Education, February, 1998.

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APPENDIX G

For release after 12 p.m. (ET), Tuesday, September 1, 1998

SAT Table 2: SAT averages by state for 1988 and 1995-1998

Comparing or ranking states on the basis of SAT scores alone is invalid and strongly discouraged by the College Board.

	1988		1995		1996		1997		1998		% Graduates
States	V	M	V	M	V	M	V	M	V	M	Taking SAT*
Alabama	554	540	565	555	565	558	561	555	562	558	8
Alaska	518	501	521	513	521	513	520	517	521	520	52
Arizona	531	523	524	520	525	521	523	522	525	528	32
Arkansas	554	536	556	542	566	550	567	558	568	555	6
California	500	508	492	509	495	511	496	514	497	516	47
Colorado	537	532	538	538	536	538	536	539	537	542	31
Connecticut	513	498	507	502	507	504	509	507	510	509	80
Delaware	510	493	505	494	508	495	505	498	501	493	70
D.C.	479	461	485	471	489	473	490	475	488	476	83
Florida	499	495	497	496	498	496	499	499	500	501	52
Georgia	480	473	483	477	484	477	486	481	486	482	64
Hawaii	484	505	483	507	485	510	483	512	483	513	55
Idaho	543	523	544	532	543	536	544	539	545	544	16
Illinois	540	540	563	574	564	575	562	578	564	581	13
Indiana	490	486	492	494	494	494	494	497	497	500	59
Iowa	587	588	589	595	590	600	589	601	593	601	5
Kansas	568	557	576	571	579	571	578	575	582	585	9
Kentucky	551	535	552	542	549	544	548	546	547	550	13
Louisiana	551	533	560	552	559	550	560	553	562	558	8
Maine	508	493	504	497	504	498	507	504	504	501	68
Maryland	509	501	506	503	507	504	507	507	506	508	65
Massachusetts	508	499	505	502	507	504	508	508	508	508	77
Michigan	532	533	559	565	557	565	557	566	558	569	11
Minnesota	546	549	580	591	582	593	582	592	585	598	9
Mississippi	557	539	572	557	569	557	567	551	562	549	4
Missouri	547	539	569	566	570	569	567	568	570	573	8
Montana	547	547	549	553	546	547	545	548	543	546	24
Nebraska	562	561	568	570	567	568	562	564	565	571	8
Nevada	517	510	511	508	508	507	508	509	510	513	33
New Hampshire	523	511	520	515	520	514	521	518	523	520	74
New Jersey	500	495	496	503	498	505	497	508	497	508	79
New Mexico	553	543	559	549	554	548	554	545	554	551	12
New York	497	495	495	498	497	499	495	502	495	503	76
North Carolina	478	470	488	482	490	486	490	488	490	492	62
North Dakota	572	569	587	602	596	599	588	595	590	599	5
Ohio	529	521	536	535	536	535	535	536	536	540	24
Oklahoma	558	542	565	553	566	557	568	560	568	564	8
Oregon	517	507	525	522	523	521	525	524	528	528	53
Pennsylvania	502	489	496	489	498	492	498	495	497	495	71
Rhode Island	508	496	502	490	501	491	499	493	501	495	72
South Carolina	477	468	478	473	480	474	479	474	478	473	61
South Dakota	585	573	579	576	574	566	574	570	584	581	5
Tennessee	560	543	571	560	563	552	564	556	564	557	13
Texas	494	490	495	501	495	500	494	501	494	501	51
Utah	572	553	585	576	583	575	576	570	572	570	4
Vermont	514	499	506	499	506	500	508	502	508	504	71
Virginia	507	498	504	494	507	496	506	497	507	499	66
Washington	525	517	519	517	519	519	523	523	524	526	53
West Virginia	528	519	525	509	526	506	524	508	525	513	18
Wisconsin	549	551	574	585	577	586	579	590	581	594	7
Wyoming	550	545	551	544	544	544	543	543	548	546	10
National	***505***	***501***	***504***	***506***	***505***	***508***	***505***	***511***	***505***	***512***	***43***

*Based on the projection of high school graduates in 1998 by the Western Interstate Commission for Higher Education, and number of students in the Class of 1998 who took the SAT I: Reasoning Test. Updated projections in this column make it inappropriate to compare percentages for this year with those of previous years.

APPENDIX H

Indicators Displayed in Maps

Data Values for Information Presented in Maps

PROFILES 1998

County	Average Salary of Oklahoma Public School Teachers Including Benefits	Per Student Expenditures at Oklahoma Public Schools Using ALL FUNDS	Oklahoma Public School 9th through 12th Grade Dropout Rate	Percent of Oklahoma HS Graduates Completing Courses Required for Admission To Oklahoma Public Colleges	Average Grade Point of Oklahoma Public HS Seniors
Adair	$30,864	$5,989	5.5%	52.4%	3.0
Alfalfa	$31,067	$5,991	0.3%	70.4%	3.2
Atoka	$29,994	$5,368	5.2%	62.9%	2.9
Beaver	$30,642	$6,413	1.7%	67.7%	3.2
Beckham	$30,499	$4,999	5.4%	54.6%	3.2
Blaine	$30,749	$5,995	4.9%	58.6%	3.0
Bryan	$30,777	$5,048	6.7%	68.6%	3.0
Caddo	$30,120	$5,600	4.2%	55.1%	2.9
Canadian	$30,095	$4,405	3.1%	72.2%	3.0
Carter	$29,724	$5,190	6.1%	56.8%	3.1
Cherokee	$31,185	$5,537	7.3%	71.3%	3.0
Choctaw	$30,664	$5,367	4.5%	32.7%	2.8
Cimarron	$29,631	$7,705	1.1%	0.0%	
Cleveland	$30,576	$4,482	6.4%	77.5%	3.0
Coal	$30,043	$5,556	1.4%	66.3%	3.2
Comanche	$32,881	$4,869	4.7%	68.8%	3.0
Cotton	$28,880	$4,930	4.4%	38.9%	3.1
Craig	$29,574	$5,005	3.5%	49.7%	2.8
Creek	$29,382	$4,589	3.7%	73.8%	2.9
Custer	$29,975	$5,539	5.4%	73.5%	3.1
Delaware	$30,801	$5,053	6.9%	54.1%	3.0
Dewey	$30,923	$6,926	0.0%	90.5%	3.2
Ellis	$29,859	$7,017	3.6%	42.3%	3.1
Garfield	$30,532	$4,711	5.0%	74.4%	3.0
Garvin	$29,561	$5,083	3.1%	62.4%	3.0
Grady	$29,457	$4,717	5.5%	51.0%	3.1
Grant	$30,028	$6,556	1.6%	78.3%	3.2
Greer	$29,892	$6,088	4.9%	50.8%	2.8
Harmon	$31,482	$5,933	3.7%	55.1%	3.0
Harper	$32,353	$6,224	2.3%	93.8%	3.2
Haskell	$30,511	$5,258	6.9%	87.8%	3.0
Hughes	$30,026	$5,656	5.6%	66.9%	3.1
Jackson	$32,602	$4,932	3.0%	43.6%	3.1
Jefferson	$29,594	$5,656	4.4%	55.3%	3.2
Johnston	$30,263	$5,521	3.2%	40.9%	2.9
Kay	$29,731	$4,650	7.0%	55.3%	3.0
Kingfisher	$29,969	$4,885	3.2%	63.6%	3.1
Kiowa	$29,509	$6,052	3.1%	62.2%	3.1
Latimer	$30,490	$5,296	1.3%	72.4%	2.9
Le Flore	$30,644	$5,108	5.5%	55.4%	3.0
Lincoln	$29,927	$4,513	3.3%	69.5%	3.0
Logan	$30,398	$5,071	3.6%	76.3%	3.2

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Indicators Displayed in Maps

Data Values for Information Presented in Maps

(continued from previous page)

County	Average Salary of Oklahoma Public School Teachers Including Benefits	Per Student Expenditures at Oklahoma Public Schools Using ALL FUNDS	Oklahoma Public School 9th through 12th Grade Dropout Rate	Percent of Oklahoma HS Graduates Completing Courses Required for Admission To Oklahoma Public Colleges	Average Grade Point of Oklahoma Public HS Seniors
Love	$29,798	$5,027	3.4%	71.8%	3.0
McClain	$29,412	$4,676	5.7%	55.7%	3.0
McCurtain	$29,885	$5,403	4.1%	40.9%	2.8
McIntosh	$29,906	$5,116	5.8%	63.7%	2.9
Major	$30,818	$5,455	1.6%	72.8%	3.1
Marshall	$29,418	$5,086	3.6%	35.9%	2.9
Mayes	$30,923	$4,889	6.1%	61.1%	2.9
Murray	$30,078	$5,116	2.4%	75.5%	2.8
Muskogee	$32,060	$5,380	6.6%	50.7%	2.8
Noble	$30,023	$5,981	2.8%	71.9%	3.2
Nowata	$30,269	$5,259	4.1%	35.2%	3.1
Okfuskee	$30,295	$5,477	6.6%	50.9%	2.8
Oklahoma	$31,125	$4,745	7.5%	69.9%	3.0
Okmulgee	$30,582	$4,977	4.7%	66.8%	2.8
Osage	$29,151	$5,306	4.7%	45.4%	2.8
Ottawa	$30,653	$4,818	7.1%	28.6%	3.0
Pawnee	$30,050	$4,590	4.2%	60.1%	3.1
Payne	$30,007	$5,321	3.1%	77.7%	3.1
Pittsburg	$30,455	$5,389	5.3%	52.5%	3.0
Pontotoc	$30,001	$5,260	4.1%	59.8%	3.0
Pottawatomie	$30,648	$4,849	5.8%	52.7%	2.8
Pushmataha	$30,336	$5,590	3.5%	67.2%	2.8
Roger Mill	$31,494	$9,271	1.2%	74.4%	3.3
Rogers	$29,700	$4,449	4.7%	70.4%	2.9
Seminole	$29,924	$5,419	6.3%	68.0%	2.9
Sequoyah	$30,652	$5,102	4.8%	45.9%	2.9
Stephens	$30,383	$4,715	4.8%	69.2%	3.1
Texas	$28,962	$5,682	8.4%	62.8%	3.1
Tillman	$30,077	$5,946	4.6%	68.5%	3.0
Tulsa	$30,299	$4,885	6.4%	68.7%	2.9
Wagoner	$30,435	$4,507	5.5%	52.8%	2.8
Washington	$30,192	$4,804	3.4%	66.7%	3.0
Washita	$30,336	$5,097	3.3%	72.5%	3.1
Woods	$30,831	$5,989	3.0%	69.2%	3.0
Woodward	$29,370	$4,962	6.2%	78.1%	3.0
State Summary	**$30,529**	**$4,956**	**5.5%**	**65.1%**	**3.0**

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Indicators Displayed in Maps

Data Values for Information Presented in Maps

PROFILES 1998 CONTINUED

County	Average Composite ACT Score of Oklahoma Public HS Graduates	Oklahoma College Going Rate of Oklahoma Public HS Graduates	Oklahoma Public College Remediation Rate of Oklahoma Public HS Graduates	Percent of Oklahoma Public College Freshmen with a GPA of 2.0 or Higher Who Graduated from An Oklahoma Public HS	Oklahoma Public College Completion Rate of Oklahoma Public HS Graduates
Adair	19.0	26.3%	51.9%	77.4%	33.3%
Alfalfa	20.8	72.7%	27.4%	78.4%	39.2%
Atoka	19.5	49.5%	43.3%	72.7%	32.3%
Beaver	20.7	41.0%	27.1%	76.5%	39.8%
Beckham	20.2	48.2%	25.0%	82.4%	32.9%
Blaine	19.3	59.0%	32.6%	64.5%	36.4%
Bryan	20.6	50.2%	33.8%	78.1%	38.2%
Caddo	19.4	43.1%	43.8%	57.0%	32.6%
Canadian	20.7	55.4%	31.5%	63.6%	35.0%
Carter	20.0	57.9%	36.3%	74.5%	36.5%
Cherokee	20.2	37.6%	42.6%	72.2%	31.3%
Choctaw	18.6	40.6%	38.8%	75.3%	41.1%
Cimarron	19.5	44.4%	34.5%	77.1%	40.9%
Cleveland	21.9	50.1%	40.6%	70.3%	30.0%
Coal	19.7	39.1%	32.6%	68.2%	38.7%
Comanche	20.9	42.2%	38.0%	70.5%	30.1%
Cotton	19.8	45.2%	46.9%	64.9%	33.0%
Craig	20.0	48.3%	48.2%	75.1%	37.1%
Creek	20.3	52.8%	28.3%	69.8%	30.4%
Custer	20.9	56.7%	25.9%	75.2%	39.9%
Delaware	19.4	36.8%	48.9%	72.1%	29.1%
Dewey	19.7	54.2%	29.2%	73.3%	32.2%
Ellis	19.6	53.4%	26.8%	80.2%	45.0%
Garfield	21.4	49.1%	24.0%	74.4%	37.4%
Garvin	20.4	39.1%	33.7%	70.3%	40.3%
Grady	20.8	49.9%	39.1%	65.8%	35.0%
Grant	21.8	69.8%	26.3%	73.8%	46.2%
Greer	19.2	37.6%	36.8%	74.6%	26.9%
Harmon	20.3	63.0%	40.8%	79.3%	27.9%
Harper	19.8	63.2%	28.6%	75.5%	48.3%
Haskell	19.7	47.8%	35.5%	72.1%	43.6%
Hughes	19.0	49.1%	33.8%	70.8%	29.5%
Jackson	20.5	53.2%	33.9%	77.2%	40.0%
Jefferson	19.2	39.2%	43.8%	60.6%	37.3%
Johnston	19.2	50.1%	39.4%	73.0%	28.2%
Kay	21.5	52.2%	33.0%	77.6%	41.6%
Kingfisher	20.7	64.6%	31.8%	64.6%	36.0%
Kiowa	20.5	51.6%	31.8%	67.3%	39.0%
Latimer	19.2	45.7%	37.4%	86.0%	41.0%
Le Flore	19.6	41.1%	41.0%	81.3%	40.5%
Lincoln	20.4	45.3%	34.5%	75.6%	27.6%
Logan	20.8	47.4%	37.9%	69.8%	30.3%

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Indicators Displayed in Maps

Data Values for Information Presented in Maps

(continued from previous page)

County	Average Composite ACT Score of Oklahoma Public HS Graduates	Oklahoma College Going Rate of Oklahoma Public HS Graduates	Oklahoma Public College Remediation Rate of Oklahoma Public HS Graduates	Percent of Oklahoma Public College Freshmen with a GPA of 2.0 or Higher Who Graduated From An Oklahoma Public HS	Oklahoma Public College Completion Rate of Oklahoma Public HS Graduates
Love	19.8	39.3%	43.1%	64.0%	33.3%
McClain	20.3	44.8%	42.6%	70.3%	30.1%
McCurtain	19.7	44.6%	35.4%	72.9%	32.1%
McIntosh	19.6	42.8%	52.5%	72.3%	46.1%
Major	22.1	58.4%	23.1%	76.8%	41.8%
Marshall	19.9	56.1%	47.6%	69.7%	33.2%
Mayes	19.7	49.5%	46.5%	74.0%	33.5%
Murray	20.7	56.4%	31.1%	76.2%	30.5%
Muskogee	20.0	47.3%	48.0%	70.9%	32.3%
Noble	21.3	52.1%	40.6%	76.7%	33.3%
Nowata	19.9	40.3%	55.8%	70.3%	33.8%
Okfuskee	18.9	41.5%	38.6%	58.8%	38.5%
Oklahoma	21.1	53.3%	38.5%	68.4%	29.5%
Okmulgee	19.0	46.8%	39.5%	69.7%	30.2%
Osage	19.0	39.5%	42.4%	66.0%	30.9%
Ottawa	19.9	42.3%	50.0%	70.9%	37.6%
Pawnee	20.9	50.5%	45.5%	68.1%	38.0%
Payne	21.9	49.4%	36.0%	73.2%	36.4%
Pittsburg	19.4	51.8%	36.6%	75.8%	41.7%
Pontotoc	20.8	52.9%	33.2%	70.5%	32.7%
Pottawatomie	20.3	44.7%	43.1%	68.4%	30.8%
Pushmataha	18.5	44.4%	30.7%	79.6%	30.5%
Roger Mill	20.2	53.4%	34.9%	78.3%	39.7%
Rogers	20.6	47.9%	37.6%	71.8%	26.5%
Seminole	20.7	46.7%	39.3%	69.3%	33.1%
Sequoyah	20.1	31.6%	38.8%	77.6%	38.2%
Stephens	20.3	54.2%	34.1%	70.2%	36.2%
Texas	20.0	40.9%	25.8%	68.4%	33.3%
Tillman	19.4	48.2%	38.0%	74.0%	39.0%
Tulsa	21.4	56.8%	37.1%	71.1%	31.5%
Wagoner	20.0	42.3%	49.1%	67.5%	32.1%
Washington	21.9	50.2%	27.3%	75.3%	38.2%
Washita	20.2	50.4%	24.6%	69.5%	27.8%
Woods	20.7	63.3%	34.0%	76.1%	42.5%
Woodward	20.3	56.6%	30.9%	68.8%	40.4%
State Summary	**20.7**	**50.0%**	**37.7%**	**71.1%**	**33.2%**

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